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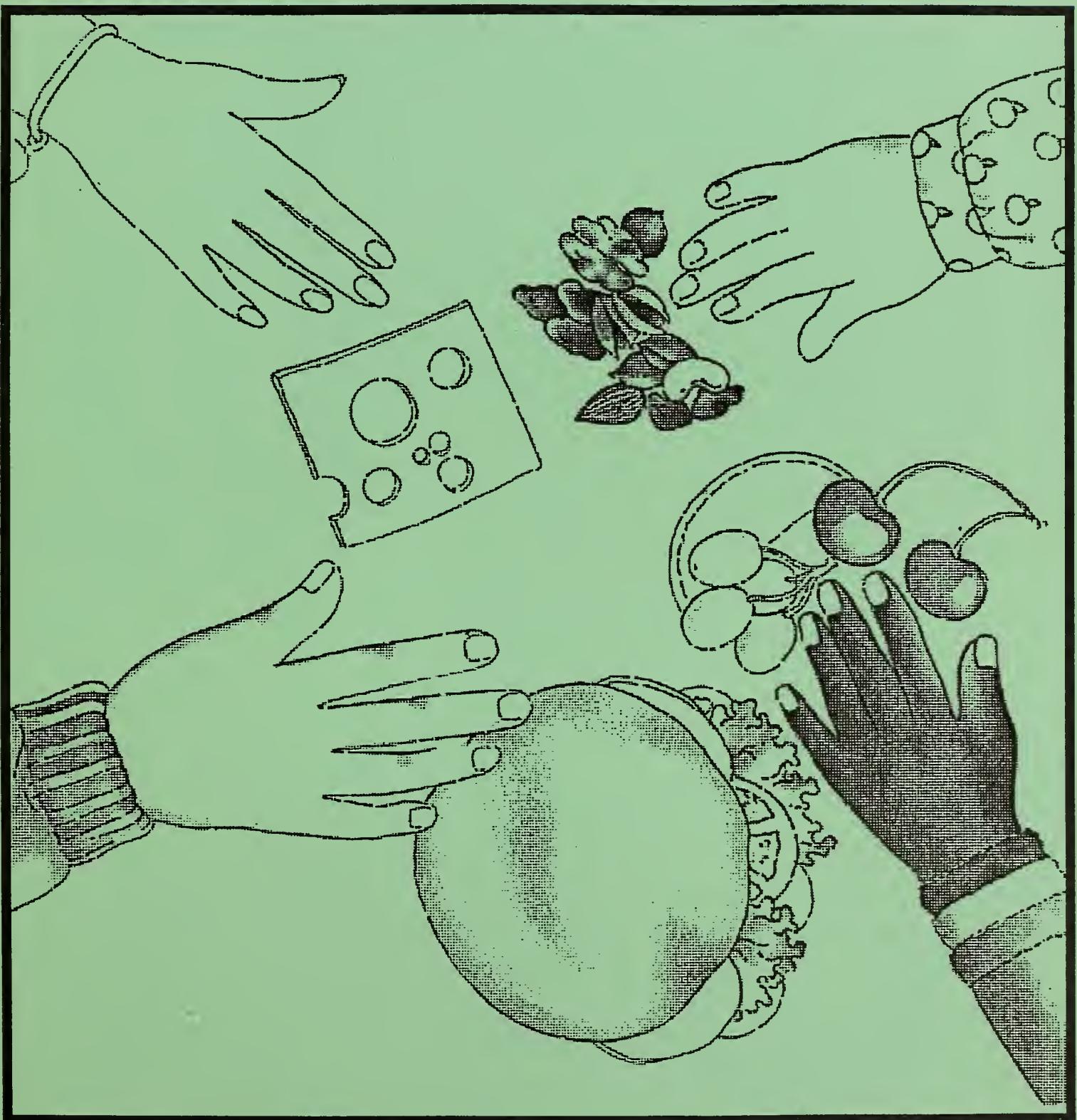
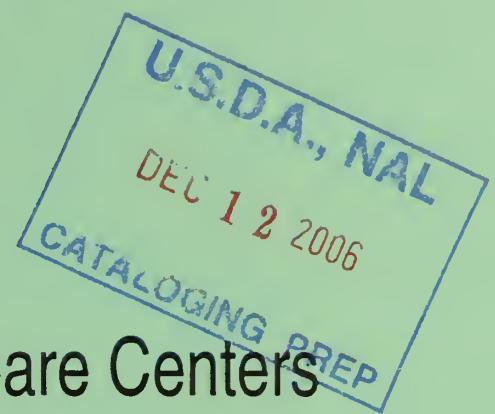
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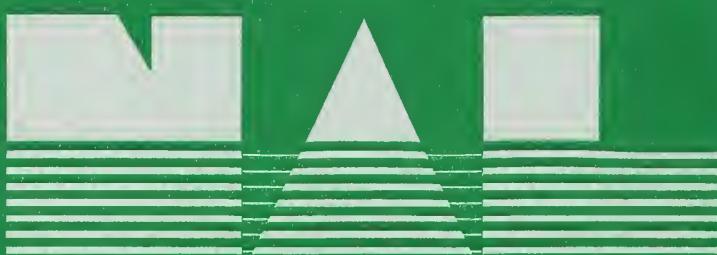
Food and
Consumer
Service

Child and Adult Care Food Program

Nutrition Guidance for Child Care Centers



**United States
Department of
Agriculture**



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September 1995

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Introduction

This publication identifies the food service responsibilities of child care centers and encourages them to achieve the *Dietary Guidelines for Americans* within current meal pattern requirements. It offers sample menus with menu planning guidance, how to serve food family style, and emphasizes nutrition education. This manual includes food service recordkeeping requirements, food buying and storage information, and guidance in the areas of food safety and sanitation.

Purpose of CACFP

The United States Department of Agriculture's (USDA) Child and Adult Care Food Program (CACFP) provides Federal funds, donated foods, or cash in lieu of commodities to nonresidential child care and adult day care facilities to serve nutritious meals and snacks. Federal funds come in the form of reimbursements to participating institutions for meals served under the program. CACFP generally operates in child care centers, outside-school-hours care centers, day care homes, and certain adult day care centers.

What Meals Are Served?

The types of meals and snacks you serve depend on the ages of the children, when they arrive at the center, and how long they will stay. Some children will come early (before 8 a.m.), and will need breakfast. Others will arrive to receive a midmorning snack. Children who stay for 4 to 6 hours should have at least one meal or a meal and one or more snacks.

Generally, CACFP provides reimbursement for two meals and one snack or one meal and two snacks for each child on a daily basis. However, if children spend 8 or more hours each day at the center, two meals and two snacks or three meals and one snack may be reimbursed.

Growing children will need nutritious foods at frequent times throughout the day. Schedule food service to allow enough time between meals and snacks. For example, if you serve breakfast, a midmorning snack may not be necessary, unless there are late arrivals.

Mandate for Nutrition Guidance

Additional guidance is necessary to help child care operators achieve the goals of the Healthy People 2000 National Health Promotion and Disease Prevention Objectives. The *Dietary Guidelines for Americans* promote choosing a variety of foods while reducing fat and cholesterol. These guidelines encourage the use of vegetables, fruits, and grains, while using fat, salt and sugar in moderation. And they apply to adults and children over 2 years of age. Featured in this handbook are new sample menus based on these nutrition principles. Guidance for family style meal service is provided along with resources for nutrition education activities and food safety issues.

To assist all child nutrition personnel, a publication entitled *Building for the Future: Nutrition Guidance for the Child Nutrition Programs*, April 1992, was developed jointly by the U.S. Departments of Agriculture and Health and Human Services, as mandated by Public Law 101-147. This guidance interprets the *Dietary Guidelines for Americans*, third edition, 1990, which forms the basis for nutrition policy for the Federal Government. This guidance is part of a long-term commitment by USDA to improve the meals offered to our Nation's children. Copies are available from the State agency or USDA's Food and Consumer Service.

Eating Habits Begin Early

Children can learn good, healthful eating habits when they are young. Along with motor and developmental skills, proper eating skills are developed early. Offering healthful meals and snacks provides the energy for children's active lives, and keeps them healthy and fit. The child care setting can make mealtimes pleasant. Nutrition education during meals, snacks, or at play can serve to begin a lifestyle of healthful eating.

Nutrition Education

The Nutrition Education and Training Program (NET) is the nutrition education component of USDA's food assistance programs for children. NET coordinators use mealtime and learning experiences to help children make informed food choices. NET teaches nutrition education as part of a healthful lifestyle. Audiovisual aids and nutrition education resources are available through the State agency's NET Coordinator. The NET Coordinator can help you implement your program, identify nutrition education materials, and other resources available in your area. A resource list of State NET coordinators is provided in the Reference Section of this manual.

PART I – MENU PLANNING

Meeting the Dietary Guidelines Challenge

Under CACFP, approximately 2 million children and infants are provided food every day in participating child care centers and day care homes. The Head Start program also uses USDA's meal plan. USDA takes pride in giving our young people a healthy start that will make them ready to learn.

Nutrition Guidance for the Child Nutrition Programs

- Offer a variety of foods.
- Serve meals that help maintain a healthy body and weight.
- Offer meals low in fat, saturated fat, and cholesterol.
- Serve plenty of vegetables, fruits, and grain products.
- Offer and use sugars only in moderation.
- Offer and use salt and sodium only in moderation.
- Promote an alcohol- and drug-free lifestyle.

Offer a Variety of Foods

USDA requires that meals offer variety. Under the current meal pattern foods are offered from four major food components: Milk, Meat or Meat Alternates, Fruits and/or Vegetables, and Breads or Bread Alternates. In addition, USDA offers snacks or supplemental meals that help ensure calorie and nutrient levels are met for the appropriate age group. Offering a variety of foods (prepared in different ways) makes meals and snacks more interesting and allows children to consume a variety of necessary nutrients.

No one food supplies all the nutrients in the amounts the body requires. Different nutrients are needed throughout the day. That's why it's important to eat a variety of foods. The nutrients needed are carbohydrates, protein, fat, vitamins, minerals, and water.

The meal components in CACFP allow for a healthful diet. For example, along with other nutrients, Milk provides a good source of calcium; Meat or Meat alternates and Bread or Bread alternates are important sources of iron and vitamins. Vegetables and Fruits are good sources of Vitamins A and C, minerals, and fiber. Together, the meal components provide food energy (calories) and important nutrients.

Promote Variety

- Introduce new foods or a familiar food prepared in a different way.
- Encourage children to suggest food items they would like to eat.
- Involve children in taste-testing new foods and recipes.
- Develop special menus to make foods familiar to children's ethnic background.
- Involve parents along with children to help develop promotional campaigns to introduce new foods or menus. Get parents to participate in a nutrition education activity.
- Snack time provides an opportunity for trying new foods. If possible, have children help prepare the new food.

One way to check for variety is to count the number of different foods served from each of the different meal components in your cycle menu.

Serve Meals that Help Maintain a Healthy Body and Weight

Children need food energy (calories) for normal growth and body development. Calorie needs differ for children based on body size, growth spurts, and physical activity level.

Serving a variety of foods helps children maintain a healthy body and weight.

- Serve plenty of fruits, vegetables, and grain products.
- Offer fewer foods with fat, saturated fat, and cholesterol.
- Use sugars and sweets only in moderation.
- Reduce the use of salt and sodium.

These goals will help ensure that children will receive healthful meals.

Overweight children need special help from health professionals. Weight-loss diets are not recommended for young children. Health professionals can advise on choosing diets with enough but not excessive calories. Do not put children on special diets without the advice or written instructions from a medical professional.

Getting Exercise

Getting exercise is essential for all children. Physical activity helps children have fun and:

- maintain a healthy weight;
- develop strong muscles, a healthy heart and lungs;
- strengthen bones;
- develop motor skills, balance, and coordination;
- develop positive attitudes; and
- improve self esteem.

Provide babies in your care a safe environment so they can play freely on the floor. Babies need to be active, too!

Young children can develop sedentary lifestyles from watching television and playing video games. It's important to encourage exercise at a young age.

Promote Physical Activity

Regular physical activity is important to maintaining health. It burns calories, helps with weight control, and prevents the risk for certain diseases later in life. Physical activity is not a responsibility of the Child Nutrition Programs. It is important, however, that children in your care be provided a healthy living environment.

- Encourage children to play outdoors.
- Promote active play, sports, and games.
- Show children how to exercise (situps, jumping jacks).

Question: How much activity should children get?

Answer: Physical education and health experts recommend a minimum of 30 to 45 minutes each day.

Young children under 6 years of age usually like active play, such as:

- running games, tag, jumping, hide and seek;
- musical chairs; "duck, duck, goose;" London Bridges; "red light, green light;" and "Simon Says...";
- throwing and catching games; and
- kickball and hand toss.

Offer Meals Low in Fat, Saturated Fat, and Cholesterol

Most health experts agree that many Americans need to lower fat intake, including saturated fat, and cholesterol. Studies have shown that diets today are higher in total fat and saturated fat than the dietary guidelines suggest. For example, fat provides an average of 35 to 37 percent of calories per day based on the age and sex of children studied. High levels of fat in the diet over long periods of time can cause obesity. Also, high fat intakes may be linked to certain types of cancers. Higher levels of saturated fat and cholesterol may contribute to a child's risk for heart disease later in life.

The *Dietary Guidelines for Americans* recommend goals of 30 percent or less of total calories from fat and less than 10 percent of calories from saturated fat. This goal is for healthy children 2 years of age and older as well as adults.

Children under 2 years have different nutritional requirements. The brain is developing and growing at this time. Fat and cholesterol from the diet is necessary for normal brain growth and development. Meals prepared for children under 2 years should **not** restrict intake of fat, saturated fat, or cholesterol.

Begin to lower fat in your menus gradually. Remember lowering fat means lowering calories (food energy), which every child needs for normal growth and development. Fat must be replaced by replacement calories. Replacement calories should come from foods with good sources of nutrients. Here are some suggestions:

- Serve plenty of fruits and vegetables, especially fresh when available, and serve a variety of breads, cereals, grains, and pastas.
- Offer lean meats, fish, poultry; cooked dry beans, peas, and lentils.
- Offer lowfat dairy products.
- Use fats and oils sparingly in food preparation.

Remember: Offer a variety of foods that kids like. Offer children small tastes of new foods.

- Tell them about making healthful food choices.

- Offer second servings, if appropriate.
- Let no child go hungry. If meals are missed, encourage more food at snacks.

Lowering Fat

Lowering fat means reducing fat in meals over time, that is, over several days, a week, or menu cycle beginning with a single meal or food.

Changes to lower fat in meals must be gradual, practical, and acceptable. Over time, menus can achieve an average fat content of 30 percent of calories from fat.

Fat contains over two times the calories of an equal amount of protein or carbohydrate. There are 9 calories in a gram of fat. Compare that to 4 calories in a gram of protein. Likewise, there are 4 calories in a gram of carbohydrate.

Remember: There are no good foods or bad foods!

All foods, including pizza and hot dogs, can be included in nutritious menus that meet the goals of the dietary guidelines. The nutritional quality of a diet is not determined by any single food or group of foods. Instead, nutritional quality of a diet is determined by the type and quantity of foods eaten over time.

Did you know?

Some fat is necessary in the diet. It provides energy and helps your body absorb Vitamins A, D, and E. Fats, such as margarine, butter, oils, and salad dressings, add flavor to foods. They also help to provide good texture and aroma.

So don't eliminate. Just offer smaller amounts.

Balance higher fat foods in menus with items lower in fat. For example, offer a baked potato instead of french fries with chicken nuggets.

Here are some ideas to lower fat when planning menus and preparing foods.

Meat or Meat Alternates

- Offer lean meats, poultry, and fish.
- Bake, broil, or roast instead of frying.
- Trim fat before and/or after cooking. When possible, remove skin from chicken.
- Drain fat from meats before serving.
- Use ground turkey or choose lean ground beef instead of regular ground beef.
- Serve bean-based entrees such as tacos, burritos, or chili for variety.
- Chill broth from poultry or meats until fat becomes solid. Remove fat before using the broth in soups.
- Substitute fruit glazes instead of heavy sauces.
- Try lower fat varieties of cheese, such as part-skim mozzarella, lowfat cottage cheese, or part-skim ricotta cheese in recipes.
- Purchase water-packed tuna instead of tuna packed in oil.
- Substitute lowfat or nonfat yogurt instead of sour cream or combine with mayonnaise in tuna salads.

Vegetables and/or Fruits

- Steam, bake, or boil vegetables until "al dente" (until crisp).
- Stirfry a variety of vegetables in a small amount of oil.
- Use spices or herbs in place of butter or margarine for flavor.
Example: Season carrots with cinnamon.
- Serve fruit for dessert in place of cookies, cakes, or ice cream.

Bread or Bread Alternates

- Serve less often higher fat items such as croissants, doughnuts, and sweet rolls.
- Use whole-grain breads or bread alternates such as pita bread, bagels, muffins, and pancakes.
- Serve more often lower fat grain products such as pastas, noodles, brown rice, barley, and bulgur.

Milk

- Offer lowfat and skim milk to children over 2 years of age.
- Replace whole milk in baking with lowfat, skim, buttermilk, or reconstituted nonfat dry milk.

Serve Plenty of Vegetables, Fruits, and Grain Products

Carbohydrates are major sources of calories in children's diets. Vegetables, fruits, and grain products are important sources of carbohydrates. They are generally low in fat. Also, they are good sources of dietary fiber, and other nutrients needed for good health.

Look in the Reference Section for a listing of vegetables and fruits that are good sources of Vitamins A and C, as well as other foods that are good sources of iron, such as breads and cereal grains. Also refer to the Allowable Bread and Bread Alternates list in the Reference Section.

Offer and Use Sugars Only in Moderation

Sugars contribute calories providing energy but are limited in nutrients. Foods contain sugars in various forms. Some sugars that occur naturally in foods are glucose, fructose, maltose, and lactose.

Some sugars that are added to foods are sucrose (common table sugar), honey, maple syrup, and molasses. Processed sweeteners, such as corn syrup (dextrose) or fruit juice concentrates are also added to foods as sweeteners. Foods containing these forms of sugar should be offered to children in moderation only.

Studies have shown some concern whether sugars lead to tooth decay. If proper cleaning of teeth occurs, sugary foods do not seem to be responsible for decaying teeth. If teeth are not cleaned properly, sugary foods and other foods such as bread, potatoes, or fruits with natural sugars may contribute to tooth decay.

CACFP offer the following requirements for child care providers:

- Cookies and similar foods may be served as a snack no more than twice a week. They may be used for a snack only when:
 - whole-grain or enriched meal or flour is the main ingredient listed on the label or according to the recipe; and
 - the total weight of a serving for children under 6 years of age is a minimum of 18 grams (0.6 oz.) and for children over 6 years, a minimum of 35 grams (1.2 oz.).
- Doughnuts and sweet rolls are allowed as bread items in breakfasts and snacks only.
- Candies, gums, ice creams, or other sugary desserts are considered "other foods" and are not creditable in CACFP.

Guide To Moderating Sugars

- Prepare cookies, cakes, and other desserts with less sugar.
- Select fresh fruits or fruits canned in light syrup or in natural juices, instead of fruits packed in heavy syrup.

- Read food labels. Added sugars are listed. Look for hidden types of sugars in the ingredient lists.

Offer and Use Salt and Sodium Only in Moderation

Sodium and chloride make up "table salt." Both are nutrients and needed in the diet. However, most Americans eat more salt and sodium than they need.

Children can acquire a liking for the taste of salt at a very young age. Foods high in salt should be offered in moderation.

Foods containing salt provide most of the sodium in the diet. Much of it is added during processing. Foods with added salt include cured and processed meats, cheeses, ready-to-eat snacks, cereals, and breads, bakery products, prepared frozen entrees and dinners, packaged mixes, canned soups, and salad dressings.

Guide To Moderating Salt and Sodium

- Reduce the amount of salt used in food preparation. For example, adding salt to boiling macaroni is optional. Add only if desired to taste.
- Serve snack items such as crackers, pretzels, or nuts in smaller amounts or use unsalted or lightly salted varieties.
- Gradually reduce the amount of salt in recipes.
- Season vegetables with other spices and herbs rather than salt.
- Serve smaller amounts of condiments: mustard, catsup, relish, and salad dressings.
- Mix herbs and spices together for new flavors instead of salt.
- Use reduced sodium prepared packaged foods whenever possible.

**Promote an
Alcohol- and Drug-
Free Lifestyle**

No child in any child care center or institution in CACFP should be offered alcoholic beverages or potentially dangerous drugs under any circumstances.

Young children can get very sick if they drink alcohol. The accidental use of alcohol could be life threatening. The use of alcohol involves risks to health and other serious problems.

Drugs for medical reasons shall be authorized by a medical professional and must be prescribed in writing.



Meal Patterns for Children

The goal of CACFP is to serve meals that meet the children's nutritional needs, are appetizing to children, and are consistent with the *Dietary Guidelines for Americans*. Meal pattern requirements assist the menu planner in providing well-balanced, nutritious meals that supply the kinds and amounts of foods that help children meet their nutrient and energy needs. While children over 6 years old may be served larger portions, the minimum requirements specified in CACFP regulations and on the following pages must be met.



Meal Patterns

The following meal pattern charts set forth the food components with the minimum required portion sizes by age.

Infants Ages Birth Through 3 Months

	COMPONENTS	QUANTITY
BREAKFAST	Infant formula (iron-fortified) or Breastmilk *	4-6 fluid ounces
SUPPLEMENT (SNACK)	Infant formula (iron-fortified) or Breastmilk *	4-6 fluid ounces
LUNCH OR SUPPER	Infant formula (iron-fortified) or Breastmilk *	4-6 fluid ounces

Infants Ages 4 Months Through 7 Months

	COMPONENTS	QUANTITY
BREAKFAST	Infant formula (iron-fortified) or Breastmilk **	4-8 fluid ounces
	Infant cereal (iron-fortified, dry) (optional)	0-3 tablespoons
SUPPLEMENT (SNACK)	Infant formula (iron-fortified) or Breastmilk *	4-8 fluid ounces
LUNCH OR SUPPER	Infant formula (iron-fortified) or Breastmilk **	4-8 fluid ounces
	Infant cereal (iron-fortified, dry) (optional)	0-3 tablespoons
	Fruit and/or vegetable (optional)	0-3 tablespoons

* Not reimbursable, but strongly encouraged.

** Reimbursable when optional component(s) is served.

Infants Ages 8 Months Through 11 Months

	COMPONENTS	QUANTITY
BREAKFAST	Infant formula (iron-fortified) or Breastmilk *** or Whole milk	6-8 fluid ounces
	Infant cereal (iron-fortified, dry)	2-4 tablespoons
	Fruit and/or vegetable	1-4 tablespoons
SUPPLEMENT (SNACK)	Infant formula (iron-fortified) or Breastmilk ** or Whole milk or 100-percent-strength fruit juice	2-4 fluid ounces
	Bread or Crackers (optional)	0-½ slice 0-2 crackers
LUNCH OR SUPPER	Infant formula (iron-fortified) or Breastmilk *** or Whole milk	6-8 fluid ounces
	Infant cereal (iron-fortified, dry) and/or Meat, fish, poultry, egg yolk or Cooked dry beans or peas or Cheese or Cottage cheese, cheese food, cheese spread	2-4 tablespoons 1-4 tablespoons 1-4 tablespoons ½-2 ounces 1-4 ounces
	Fruit and/or vegetable	1-4 tablespoons

** Reimbursable when optional component(s) is served.

*** Reimbursable when the other components are served.

The USDA publication *Feeding Infants, A Guide for Use in the Child Care Food Program* provides information on breastfeeding, basic tips on introducing solid foods, and tips on sanitation, food preparation, and food handling.

Breakfast Meal Pattern for Children Ages 1 Through 12

COMPONENTS	AGES 1 AND 2	AGES 3 THROUGH 5	AGES 6 THROUGH 12 ¹
MILK Milk, fluid	$\frac{1}{2}$ cup ²	$\frac{3}{4}$ cup	1 cup
VEGETABLES AND FRUITS Vegetable(s) and/or fruit(s) or 100-percent-strength fruit or vegetable juice or An equivalent quantity of any combination of the above	$\frac{1}{4}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup
BREAD AND BREAD ALTERNATES³ Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal ⁴ or Cooked cereal or Cooked pasta or noodle products or Cooked cereal grains or An equivalent quantity of any combination of bread and bread alternate	$\frac{1}{2}$ slice $\frac{1}{2}$ serving $\frac{1}{4}$ cup or $\frac{1}{3}$ oz. $\frac{1}{4}$ cup $\frac{1}{4}$ cup $\frac{1}{4}$ cup	$\frac{1}{2}$ slice $\frac{1}{2}$ serving $\frac{1}{3}$ cup or $\frac{1}{2}$ oz. $\frac{1}{4}$ cup $\frac{1}{4}$ cup $\frac{1}{4}$ cup	1 slice 1 serving $\frac{3}{4}$ cup or 1 oz. $\frac{1}{2}$ cup $\frac{1}{2}$ cup $\frac{1}{2}$ cup

Note: Indicated endnotes can be found on page 21.



Supplement (Snack) Meal Pattern for Children Ages 1 Through 12

COMPONENTS (Serve two food items selected from any two of these four components)	AGES 1 AND 2	AGES 3 THROUGH 5	AGES 6 THROUGH 12¹
MILK Milk, fluid	$\frac{1}{2}$ cup ²	$\frac{1}{2}$ cup	1 cup
VEGETABLES AND FRUITS Vegetable(s) and/or fruit(s) or 100-percent-strength fruit or vegetable juice or An equivalent quantity of any combination of the above (Juice may not be served when milk is the only other component)	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{3}{4}$ cup
BREAD AND BREAD ALTERNATES³ Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal ⁴ or Cooked cereal or Cooked pasta or noodle products or Cooked cereal grains or An equivalent quantity of any combination of the above bread and bread alternates	$\frac{1}{2}$ slice $\frac{1}{2}$ serving $\frac{1}{4}$ cup or $\frac{1}{3}$ oz. $\frac{1}{4}$ cup $\frac{1}{4}$ cup $\frac{1}{4}$ cup	$\frac{1}{2}$ slice $\frac{1}{2}$ serving $\frac{1}{3}$ cup or $\frac{1}{2}$ oz. $\frac{1}{4}$ cup $\frac{1}{4}$ cup $\frac{1}{4}$ cup	1 slice 1 serving $\frac{3}{4}$ cup or 1 oz. $\frac{1}{2}$ cup $\frac{1}{2}$ cup $\frac{1}{2}$ cup
MEAT AND MEAT ALTERNATES Lean meat or poultry or fish ⁵ or Cheese or Eggs or Cooked dry beans or peas or Peanut butter or soybean butter or other nut or seed butters or *Peanuts or soybeans or tree nuts or seeds ⁶ or Yogurt, plain or sweetened and flavored or An equivalent quantity of any combination of the above meat and meat alternates	$\frac{1}{2}$ oz. $\frac{1}{2}$ oz. $\frac{1}{2}$ egg $\frac{1}{8}$ cup 1 tbsp. $\frac{1}{2}$ oz. 2 oz. or $\frac{1}{4}$ cup	$\frac{1}{2}$ oz. $\frac{1}{2}$ oz. $\frac{1}{2}$ egg $\frac{1}{8}$ cup 1 tbsp. $\frac{1}{2}$ oz. 2 oz. or $\frac{1}{4}$ cup	1 oz. 1 oz. 1 egg $\frac{1}{4}$ cup 2 tbsp. 1 oz. 4 oz. or $\frac{1}{2}$ cup

Note: Indicated endnotes can be found on page 21.

* Caution: Children under 5 are at the highest risk of choking. USDA recommends that nuts and/or seeds be served to children in a prepared food and be ground or finely chopped.

Lunch or Supper Meal Pattern for Children Ages 1 Through 12

COMPONENTS	AGES 1 AND 2	Ages 3 THROUGH 5	AGES 6 THROUGH 12 ¹
MILK Milk, fluid	½ cup ²	¾ cup	1 cup
VEGETABLES AND FRUITS⁷ Vegetable(s) and/or fruit(s)	¼ cup total	½ cup total	¾ cup total
BREAD AND BREAD ALTERNATES³ Bread or Cornbread, biscuits, rolls, muffins, etc. or Cooked pasta or noodle products or Cooked cereal grains or An equivalent quantity of any combination of bread and bread alternates	½ slice ½ serving	½ slice ½ serving	1 slice 1 serving
MEAT AND MEAT ALTERNATES Lean meat or poultry or fish ⁵ or Cheese or Eggs or Cooked dry beans or peas or Peanut butter or soynut butter or other nut or seed butters or *Peanuts or soynuts or tree nuts or seeds ⁶ or An equivalent quantity of any combination of the above meat and meat alternates	1 oz. 1 oz. 1 egg ¼ cup 2 tbsp. ½ oz. ⁸ = 50%	1 ½ oz. 1 ½ oz. 1 egg 3/8 cup 3 tbsp. 3/4 oz. ⁸ = 50%	2 oz. 2 oz. 1 egg ½ cup 4 tbsp. 1 oz. ⁸ = 50%

Note: Indicated endnotes can be found on page 21.

* Caution: Children under 5 are at the highest risk of choking. USDA recommends that nuts and/or seeds be served to children in a prepared food and be ground or finely chopped.

Endnotes

1. While children age 12 and up may be served larger portions based on their development and greater food needs, they must be served the minimum quantities specified in this section for children ages 6 through 12.
2. For the purposes of the requirements, a cup means a standard measuring cup.
3. Bread, pasta or noodle products, and cereal grains must be whole-grain or enriched; cornbread, biscuits, rolls, muffins, etc., must be made with whole-grain or enriched meal or flour; cereal must be whole-grain or enriched or fortified.
4. Either volume (cup) or weight (ounce), whichever is less.
5. Edible portion as served.
6. Tree nuts and seeds that may be used as meat alternates are listed in Program Aid 1331, Food Buying Guide for Child Nutrition Programs (1984, 1990—Supplements Added 1993).
7. Serve two or more different kinds of vegetable(s) and/or fruit(s). 100-percent-strength vegetable or fruit juice may be counted to meet not more than one-half of this requirement.
8. No more than 50 percent of the requirement shall be met with nuts or seeds. Nuts or seeds must be combined with another meat/meat alternate to fulfill the requirement. For the purpose of determining combinations, 1 ounce of nuts or seeds is equal to 1 ounce of cooked lean meat, poultry, or fish.

Meal Components and Nutrient Contributions

Meat and Meat Alternates

Meal Components	Examples	Nutrients
Meat, fish, poultry, and eggs	Beef, chicken, fish, ham, pork, turkey, luncheon meats, sausages, and eggs	Protein, iron, B Vitamins, zinc; contain fat, saturated fat, and cholesterol
Cheese	Swiss, ricotta, part-skim mozzarella, cottage cheese, American cheese, cheddar, and other cheeses	Protein, calcium, Vitamins A and B-12; contain fat, saturated fat, and cholesterol
Dry beans and peas	Lentils, navy beans, black beans, lima beans, kidney beans, pinto beans, black-eyed peas, refried beans, chick peas	Protein, iron, complex carbohydrates, fiber, and folate; low in fat
*Peanut butter and other nut butters *Nuts and seeds	Peanut butter, almond and other nut butters Walnuts, peanuts, soybeans, and other nuts	Protein, fiber, Vitamin E; contain fat

* Caution: Children under 5 are at the highest risk of choking. Young children should not be fed spoonfuls or chunks of peanut butter or other nut butters. Instead, USDA recommends that peanut butter and nut butters be spread thinly on bread or crackers. Also, that nuts and/or seeds be served to children in a prepared food and be ground or finely chopped.

Menu Ideas to Increase Variety

- Try pita bread sandwiches or "pita pockets" stuffed with: tuna, lettuce, and tomato; or chicken salad with celery and carrots.
- Make a vegetarian pita pocket with favorite veggies and chick peas.
- Serve peanut butter with apple chunks on whole wheat bread.
- Serve lean meats, skinless poultry, and lower fat cheeses.
- Try an ethnic favorite: taco, gyro, pirogi, or calzone.
- Mix ground meat with ground turkey for hamburgers or taco filling.
- Try lentils or navy beans in a soup.

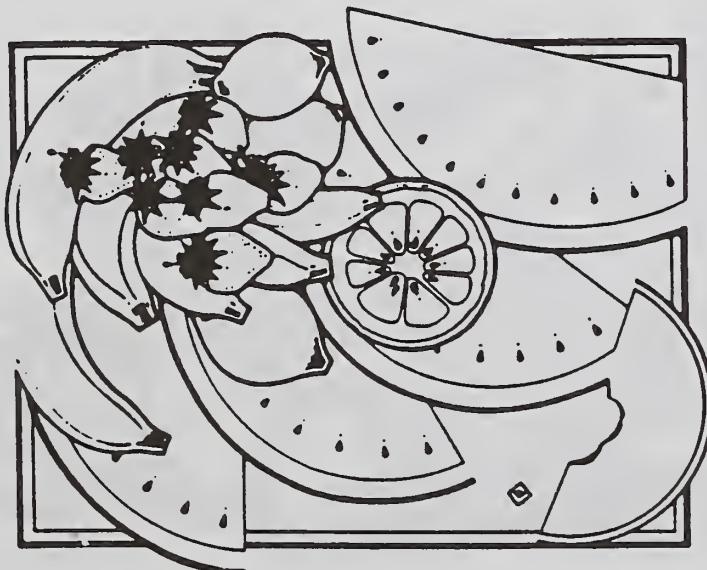
Vegetables

Meal Components	Examples	Nutrients
Vegetables (dark green, deep yellow)	Broccoli, carrots, collard greens, green pepper, kale, pumpkin, spinach, sweet potato	Vitamins A and C, fiber, iron, Vitamin B-6, folate, potassium
Vegetables (starchy)	Potatoes, black-eyed peas, corn, lima beans, green peas	Carbohydrate (starch), fiber, iron, folate, Vitamin C, potassium
Vegetables (other)	Cabbage, cauliflower, celery, cucumbers, green beans, lettuce, okra, onions, summer squash, tomatoes, vegetable juices, zucchini	Fiber, Vitamin C, folate, potassium

Menu Ideas To Increase Variety

- Try mashed potatoes topped with broccoli and cheese.
- Dip raw carrots and cauliflower in lowfat yogurt dip.
- Challenge children to try vegetables such as eggplant, yellow squash, turnips, and spaghetti squash.
- Use spinach and other greens for salads.

Caution must be used when giving raw vegetables to young children because of the risk of choking. Vegetables, however, provide a good flavor and texture variety to the menu.



Fruits

Meal Components	Examples	Nutrients
Fruits (deep yellow)	Cantaloupe, avocados, apricots, cherries, kumquats, papaya, passion fruit, peaches, plantain, prunes, tangerines, watermelon	Vitamin A, Vitamin C, carbohydrate, fiber, potassium
Fruits (other)	Oranges, grapefruit, honeydew, strawberries, raspberries, apples, bananas, fruit juices, grapes, pears, plums, raisins, pineapple	Vitamin C, carbohydrate, fiber, potassium

Menu Ideas To Increase Variety

- Serve fresh fruits in season such as pineapple, tangerines, peaches, apples, oranges, plums, raspberries, blueberries, pears, and grape halves.
- Offer fruit packed in light syrup or in natural juices, such as fruit cocktail, peaches, and pears.
- Buy frozen mixed fruit and add fresh banana slices.
- Choose a fruit to top a dessert like pudding or gelatin.
- Try using an orange glaze on chicken breasts.
- Conduct a taste test with fruits such as kiwi, papaya, mango, apricots, dates, and figs.



Bread and Bread Alternates

Meal Components	Examples	Nutrients
Breads, whole-grain or enriched	Various breads, pita bread, bagels, brown bread, whole wheat, rye, mixed grain, tortillas, crackers, rolls, muffins, pancakes, waffles	Complex carbohydrate (starch), fiber, iron, B Vitamins; some may contain added fat
Cereals, whole-grain, enriched, or fortified	Ready-to-eat cereals, hot or cold, such as oatmeal, grits, brown or white rice	Complex carbohydrate, fiber, iron, B Vitamins
Pastas, enriched	Spaghetti, macaroni, noodles, other pasta forms	Complex carbohydrate, iron B Vitamins

Menu Ideas To Increase Variety

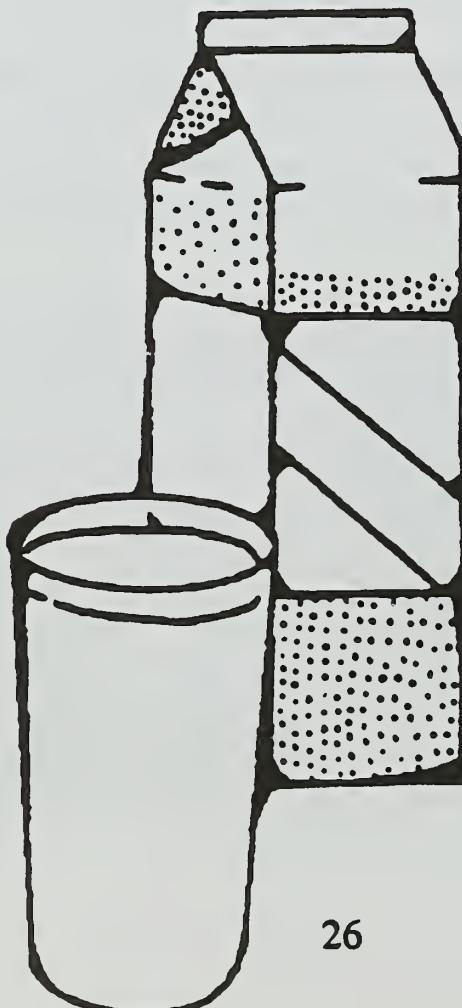
- Use a variety of bread alternates such as pita pockets, pizza crust, focaccia bread, bagels, corn grits, corn bread, tortillas, and English muffins.
- Feature a variety of breads such as whole wheat, rye swirl bread, pumpernickel, vienna bread, or sourdough rolls.
- Use round crackers, rye crackers, soda crackers, and whole wheat squares.
- Pastas now come in different types (colors and flavors)--tomato, spinach, and whole wheat. Try macaroni, twists, spaghetti, and rigatoni in a cold pasta salad.
- Add smaller pastas such as bowties, alphabet letters, and small shells in soups.
- Try bulgur and couscous for a change!

Milk

Meal Components	Examples	Nutrients
Milk, fluid	Lowfat milk, lowfat flavored milk, skim milk, buttermilk, lactose-reduced milk, acidophilus milk, whole milk	Calcium, protein, riboflavin, phosphorus, carbohydrate, Vitamins A and D; contains fat, saturated fat, cholesterol

Menu Ideas To Increase Variety

- Offer only whole milk to children up to the age of 2. Try offering skim or lowfat milk to ages 2 and above.
- Try different lowfat varieties, such as 1 percent or 2 percent lowfat white, chocolate, or strawberry flavored milk.
- Offer tastes of skim milk, with little or no fat (0 to .5 percent).
- Try buttermilk sometimes!
- Serve alternative types of milk (a reduced-lactose milk or acidophilus) if available, to children who require it.
- Try shelf-stable milk, too!



Facts About Meal Pattern Requirements

Milk provides calcium and riboflavin, protein, Vitamins A and D, phosphorus, and other nutrients. Lowfat or skim milk is generally fortified with Vitamin A as well as Vitamin D, as specified by the Food and Drug Administration.

- The milk component includes fluid types of pasteurized whole, lowfat, or skim milk that is flavored or unflavored or cultured buttermilk. All milk served must meet State and local standards.
- At breakfast or for snacks, use milk as a beverage, on cereal, or as a beverage and on cereal. At lunch or supper, milk must be served as a beverage.
- Use additional milk (fluid, evaporated, or nonfat dry milk) to prepare soups, casseroles, puddings, bakery items, or other baked products, or dishes to add calcium and improve the nutritional quality of the meal.
- In the infant meal patterns, breastmilk is an allowable substitute for fluid milk for children over 1 year of age until the transition to cow's milk is successfully accomplished.

Meat or Meat Alternates, as a food group, provide protein, iron, B Vitamins (thiamin, riboflavin, niacin), and other nutrients.

- Must be served at lunch and supper.
- May be served as part of the snack.
- May be served as additional items at breakfast as often as possible.
- Include a serving of cooked lean meat (beef, pork, lamb, veal), poultry, fish, cheese, cooked dry beans or peas, eggs, peanut butter or other nut or seed butters (almond, sesame, sunflower), or nuts or seeds, or any combination.
- Serve these foods as the entree (main dish) or as part of the main entree and in one other menu item.

Nuts and seeds may fulfill:

- (1) all of the meat or meat alternate requirement for the snack; or
- (2) up to one-half of the required portion for lunch or supper.

Nuts and seeds must be combined with another meat or meat alternate to fulfill lunch or supper requirements. For determining combinations, 1 ounce of nuts or seeds is equal to 1 ounce of cooked lean meat, poultry, or fish. The nuts and seeds that may be used as a meat alternate include peanuts, soybeans, tree nuts (almonds, walnuts, and pecans), and seeds (sunflower, sesame, and pumpkin).

Caution: *Children under 5 are at the highest risk of choking. USDA recommends that nuts and/or seeds be served to them ground or finely chopped in a prepared food. Refer to the "You Can Help Prevent Choking" and the "What Can You Do When a Child is Choking" pages in the Reference Section.*

Yogurt is very popular with children. It soothes their palate, has a smooth texture, and can be flavored for children's tastes. More important, it is a very good source of calcium. Commercially prepared yogurt may be used as a meat/meat alternate in the snack only.

Serve 4 ounces (weight) or $\frac{1}{2}$ cup (volume) of plain or sweetened and flavored yogurt to fulfill the equivalent of 1 ounce of the meat or meat alternate component. For younger children, 2 ounces (weight) or $\frac{1}{4}$ cup (volume) fulfills the equivalent of $\frac{1}{2}$ ounce of the meat or meat alternate requirement. Homemade yogurt and frozen yogurt or other yogurt flavored products (i.e., yogurt bars, yogurt-covered fruit and/or nuts) or similar products may not be credited as a snack.

When purchasing yogurt, read the labels to know what you are buying. Fruit-flavored yogurt is credited equally as plain or sweetened yogurt.

Question: Is the fruit flavoring within yogurt creditable towards the fruit component?

Answer: No, the fruit within yogurt whether blended, mixed, or presented on top cannot be credited towards the fruit requirement. It is considered part of the creditable yogurt. Extra fruit provided, i.e., fresh strawberries, canned peaches, or banana slices can count towards the fruit component.

Vegetables and/or Fruits, as a food group, provide most of the Vitamin C and a large share of the Vitamin A in meals. They are also an important source of fiber.

- At breakfast, a serving of fruit or vegetable or 100-percent-strength fruit or vegetable juice is required. Breakfast is a good time to serve foods containing Vitamin C, such as citrus fruits and juices, like oranges or grapefruit. Other foods containing Vitamin C are tomato juice, strawberries, and cantaloupe.
- Consider using dried fruits, such as dried apricots, and prunes, to provide variety in menus. (Look for the "Sources of Nutrients" chart in the Reference Section that suggests foods containing Vitamin A, Vitamin C, and iron).
- For lunch and supper, serve two or more vegetables and/or fruits at each meal. Up to one-half of the total requirement may be met with 100-percent-strength fruit or vegetable juice. For variety, serve 100-percent-strength fruit or vegetable juices, fruits, or vegetables for midmorning and midafternoon snacks.
- Juice should not be served if milk is the only other component for the snack. This provides too much liquid for little stomachs and is poor menu planning.
- Cooked vegetables mean a serving of drained vegetables as served.
- Cooked or canned fruit means a serving consists of fruit and juice.
- Thawed frozen fruit includes fruit with the thawed juice.

- Select canned fruits that are packed in fruit juice, water, light syrup, or natural juices.
- Juice drinks with at least 50-percent-strength juice are allowed but discouraged because double the volume is needed to meet program requirements. Beverages containing less than 50-percent-strength juice, such as fruit punches, ades, or drinks made with fruit-flavored powders and syrups, do not meet program requirements.

100-percent-strength fruit and vegetable juices are encouraged for young children.

Apple	Pineapple
Grape	Prune
Grapefruit	Tangerine
Grapefruit-Orange	Tomato
Orange	Vegetable

Any blend or combination of the above 100-percent-strength juices is acceptable.

Bread or bread alternates (whole-grain or enriched breads, fortified cereals) provide carbohydrates, some B Vitamins (thiamin, riboflavin, and niacin), minerals (such as iron), and calories. Whole-grain products supply additional vitamins, minerals, dietary fiber, and a variety of tastes and textures.

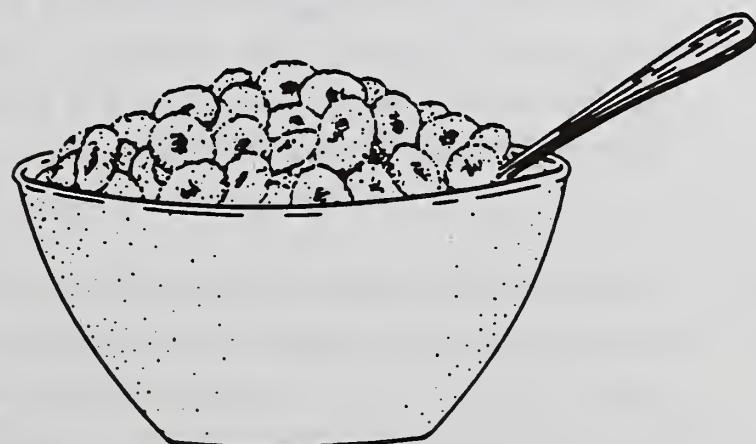
- At breakfast, choose from a serving of breads, biscuits, rolls, or muffins; enriched or whole-grain bread alternates such as corn grits or cereals (enriched, whole-grain or fortified or a combination).
- For midmorning and midafternoon snacks, choose from a serving of: enriched or whole-grain bread; enriched, whole-grain, or fortified cereal; cooked enriched or whole-grain bread alternates such as rice, bulgur, or macaroni; cornbread, biscuits, rolls, muffins, crackers, or cookies made of enriched or whole-grain meal or flour. Hot breads, such as rolls, biscuits, cornbread, or muffins, or raisin bread add variety and appeal as well as nutrients.

- At lunch or supper, choose from a serving of: enriched or whole-grain bread, or cooked whole-grain or enriched rice, bulgur, or cornbread; or enriched or whole-grain noodles, macaroni, or other pasta products. An equivalent serving of a bread alternate made from whole-grain or enriched meal or flour may be substituted.

For more information, look at the Allowable Bread or Bread Alternate charts in the Reference Section.

Reminders

- Cereal may be served at breakfast or as a midmorning or midafternoon snack.
- Cookies may be used as a bread alternate in the snack only. USDA recommends that cookies be served as part of a snack no more than twice a week.
- Some bread items or their accompaniments may contain more sugar, fat, or salt than others. Keep this in mind when considering how often to serve them.



Serve Other Foods

In addition to the foods required in the meal patterns for children, "other foods" may be served at meals to help improve acceptability and to satisfy children's appetites. Other foods provide additional energy, and, if wisely chosen, increase the variety of nutrients offered.

For example, you may serve small amounts of honey, jam, jellies, and syrup to add flavor and variety to pancakes, toast, English muffins, etc. Items such as mayonnaise, salad dressings, margarine and oils should be used sparingly.

Purchased yogurt may be used as an "other food" at breakfast, lunch, and supper. Plain yogurt may be used as a topping on potatoes (instead of butter or sour cream) or used with fresh cut-up fruits and fresh vegetables at meals. Plain, flavored, or sweetened yogurt, made with whole, lowfat, or nonfat milk, provides additional sources of calcium.

Additional foods served as desserts at lunch and supper help to meet the calorie needs of growing children by supplying extra food energy and other important nutrients. Baked products made from whole-grain or enriched flour supply additional amounts of iron and some B Vitamins. Desserts made with milk, such as puddings, provide calcium along with other nutrients.

Remember, too, that "other foods" are often a source of hidden fat, sugar, and salt. Be aware and limit the frequency and the amounts you serve of foods such as chips, ice cream, cake, cookies, and pastries.

Meal Substitutions

Center officials can make substitutions in the meal pattern requirements under certain conditions. **Medical substitutions for special dietary needs are allowed if documentation is provided by a recognized medical authority.**

Feeding Children With Special Needs

Children with special needs include children with disabilities. Some may require special dietary accommodations. Children with neural, oral, or motor problems may need special equipment to eat. The texture of food may need to be modified. A medical authority or physician can provide written instructions for preparing special foods.

Vegetarian Meals

For parents concerned about religious holidays or preparing vegetarian meals, the meal patterns currently allow for flexibility and menu management if personal preference is given in advance.

Food Allergies

A food allergy is an abnormal response of the body's guard —the immune system— to an otherwise harmless food. Usually, the response is to a protein in the food. Although any food may cause an allergic reaction, six foods are responsible for most of these reactions in children. These foods are peanuts, eggs, milk, tree nuts, soy, and wheat.

A food intolerance is an adverse food-induced reaction that does not involve the body's immune system. Lactose intolerance is one example of a food intolerance. A person with lactose intolerance lacks an enzyme that is needed to digest milk sugar. When that person eats milk products, gas, bloating, and abdominal pain may occur.

A child should receive a medical evaluation if food allergies are suspected. CACFP regulations require that other foods must be substituted based on documentation from a medical authority.

Breastmilk

Breastmilk is an allowable milk substitute in CACFP. Breastmilk may be provided until the transition to whole cow's milk is successfully accomplished. Breastmilk should be properly identified and labeled with the child's name and the date the milk was collected. It is for use at meals, snacks, or other appropriate times throughout the day. Refer to the FNS publication *Breastfed Babies Welcome Here — A Guide for Child Care Programs*, Program Aid No. 1518, for information on storage and handling of breastmilk.

Foods for Infants

Feeding infants from birth to one year is provided in the infant meal pattern. A separate guide, *Feeding Infants, A Guide for Use in the Child Care Food Program*, FNS-258, is available from your sponsor or State agency. This publication provides information on breastfeeding; basic tips on introducing solid foods; and tips on sanitation, food preparation, and food handling.

Family Style Meal Service

CACFP has long been recognized for its nutritional goals of providing nutritious meals to children and helping them establish good eating habits at a young age. Family style meal service provides a further opportunity to enhance these goals by encouraging a pleasant eating environment that will support and promote mealtime as a learning experience.

Family style is a type of meal service that allows children to serve themselves at the table from common dishes of food with assistance from supervisory adults.

Family style encourages adults to set a personal example and provide educational activities that are centered around foods. This approach allows children to identify and be introduced to new foods, new tastes, and new menus while developing a positive attitude toward nutritious foods, sharing in group eating situations, and developing good eating habits.

Benefits

Nutrition knowledge of foods can be improved through activities during family style meal service. It is a benefit for the child as well as the supervisory adult. Children can learn motor skills and advance development in motor coordination. Also, children can be introduced to new foods that they would not usually taste at home.

Instead of the pre-set meal service, family style provides some latitude in the size of the initial servings, because replenishment is immediately available at each table. Family style may be used with one meal component or the entire meal. It is particularly useful when a new food item is being introduced.

Family style service requires special training for food service staff and supervisory adults. Your staff must carefully monitor family style service to ensure that the meals served meet program requirements. It is especially important in family style service to provide appropriate serving tools that allow for the proper portioning of food while minimizing food handling.

Guidelines	If your center chooses to serve meals family style, the following guidelines must be followed: <ul style="list-style-type: none">• Enough food must be prepared and placed on each table to provide the full required portions of each of the food components for all children present. Enough food should be available to accommodate supervising adult(s) if they eat with the children.• Children should first be offered the full required portion of each meal component. Children can make choices in selecting foods and the size of the initial servings.• The supervisory adults must actively encourage each child to accept service of the full required portion of each food component of the meal. If a child first refuses a food component or does not accept the required serving size, the supervisory adult should offer the food component to the child again.• Child care centers that use family style meal service may not claim second meals for reimbursement.
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Concerns	Family style meal service requires a lot more patience on the part of the supervisory staff. It allows children to serve themselves, which may mean more food "spills" that will require cleanup. Also, food safety and sanitation practices must be followed closely to be sure that food is handled properly and is safe to eat.
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Equipment	Some child care centers have obtained serving utensils that are child size and plates and cups useful for family style service. Plastic serving bowls and pitchers are available as well as child size tables, and chairs.
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Resource: For information to purchase child size products for family style meal service, contact a food service equipment manufacturer. For further guidance refer to *Family Style Meal Service in the Child and Adult Care Food Program*, FNS Instruction 783-9 Rev. 2.

Good Menu Planning

Good menu planning involves several things. Most important, the meal should meet a child's nutritional needs. Recipes, food costs, equipment, and labor must be considered, too.

Planning menus means thinking about what foods to serve together. A healthful diet offers a variety of foods, is low in fat, saturated fat, and cholesterol, and is moderate in salt and sugar.

Planning a Meal

- Choose menu items that meet meal pattern requirements.
- Consider Dietary Guideline recommendations. (Variety, low fat, increased grains, fruits and vegetables.)
- Begin with the main dish or entree: consider a source of protein from the meat or meat alternate group. Sometimes, grains, vegetables, or fruits may be part of the main dish, such as a taco, burrito, or quiche.
- Include foods rich in fiber such as fruits and vegetables, whole-grain breads and bread alternates.
- Choose a combination of a fruit and a vegetable that go together. For example, a green and yellow vegetable offers a good source of Vitamins A and C.
- Add milk as the beverage.
- Be sure the meal offers a variety of colors, textures, and tastes.
- Consider parent's and children's "likes and dislikes".
- Think about preparation time, labor, and costs.
- Use standardized recipes, when available.

USDA standardized recipes are available from your State agency. A revision of *Quantity Recipes for Child Care Centers*, FNS-86, will be available in 1996.

Cycle Menus

Plan your menus in advance. One way to do this is to develop a cycle menu. A cycle menu is a set of planned menus that are repeated in the same order for a period of time, usually 2 weeks, 1 month, or 6 months. The menu is different every day during the cycle. A cycle menu offers variety and is flexible to allow for substitutions. It is the master plan of meal planning.

Adjust cycle menus as follows:

- Replace foods not available.
- Observe birthdays and other special occasions.
- Introduce new foods and try new recipes.
- Take advantage of seasonal foods or best buys.
- Use leftovers wisely.
- Reflect food acceptability.

When planning your menus include a schedule for food purchases, cost control, food preparation time and delivery.

Calculate Serving Sizes and Costs

Calculate serving sizes and food cost by following these steps:

- Select recipes.
- Determine the serving size (per age group).
- Determine how many meals to prepare.
- Adjust the recipes for number of servings.
- Calculate the amount of food for the total number of meals.
- Estimate the total food cost.

Check the Budget

Compare the estimated cost of the menu with the food budget. If this cost is too high for the food budget, replace some of the foods in the menu with less costly ones.

Check the Inventory

Based on the estimated amounts of foods needed to prepare the menus, determine the amount of food you have on hand in your storeroom and refrigerators. Decide which foods you need to purchase.

Check the Labor

Schedule production time and develop work schedules. Do not overschedule or underschedule!

Worksheets

- Record menus on a worksheet.
- Quantity food production records.
- Food inventory control sheets.

See sample worksheets in the Reference Section of this handbook.



Menu Checklist

Evaluate menus on a weekly and monthly basis.

	Yes	No
1. Have you included all food components in the minimum portion sizes as specified by USDA?	<hr/>	<hr/>
2. Have you varied foods from day to day and week to week?	<hr/>	<hr/>
3. Are foods containing Vitamin A, Vitamin C, and iron offered frequently?	<hr/>	<hr/>
4. Do meals include a variety of foods with a balance of color, texture, shape, flavor, and temperature?	<hr/>	<hr/>
5. Have you included fresh fruits and vegetables often?	<hr/>	<hr/>
6. Have you included "other foods" to satisfy the appetites and to help meet the nutritional needs of the children?	<hr/>	<hr/>
7. Have you considered the children's likes and dislikes, cultural, and ethnic practices?	<hr/>	<hr/>
8. Have you chosen foods lower in fat?	<hr/>	<hr/>
9. Have you kept foods high in added sugars and other sweeteners to a moderate level?	<hr/>	<hr/>
10. Have you kept foods high in salt to a moderate level?	<hr/>	<hr/>

SAMPLE CHILD CARE MENUS

The following 6-day cycle menu is a sample only. Portion sizes are for children ages 3 through 5 years. You may change any of the meals shown, rearrange the order or make substitutions within a meal. Be sure each new menu offers the food components that USDA meal patterns require. Note the variety of culturally diverse menu suggestions.

Day 1

Breakfast

English muffin half with jelly
Fresh fruit cup - 1/2 cup
(grapes halves, melon,
strawberries)
Lowfat milk - 3/4 cup

Day 2

Ready-to-eat cereal - 1/3 cup
or 1/2 oz.
Sliced pears - 1/2 cup
Lowfat milk - 3/4 cup



Snack

Orange Juice - 1/2 cup
“Ants on a log” (celery sticks
with peanut butter and
raisins - 1 1/2 tbsp.)

Soft Pretzel (small)
Apple juice - 1/2 cup

Lunch



Breaded chicken nuggets - 2 oz.
with BBQ sauce or honey
Peas and carrots - 1/4 cup
Dinner roll - 1 with margarine
Apple slices- 1/4 cup
Lowfat milk - 3/4 cup

Turkeyburger, (1 1/2 oz.) on
whole wheat roll - 1
lettuce and tomato
garnish- 1/4 cup
Yellow corn - 1/4 cup
Lowfat chocolate milk - 3/4 cup

Day 3

Breakfast

1/2 Bagel with lowfat
cream cheese
Citrus sections - 1/2 cup
Lowfat milk - 3/4 cup



Day 4

Granola cereal (1/3 cup
or 1/2 oz.)
Fresh banana - 1/2
Lowfat milk - 3/4 cup

Snack

Raspberry yogurt - 1/4 cup
Granola bar - 1

Tortilla triangles - 1/2 tortilla shell
with cheese centers - 1/2 oz.
Cherry tomato halves - 1/2 cup

Lunch



Submarine sandwich:

(ham - 1/2 oz., turkey - 1/2 oz.
lowfat cheese - 1/2 oz.)
hot dog bun - 1
lettuce and tomato
garnish- 1/4 cup
Plum - 1
Lowfat milk - 3/4 cup

Tuna chef's salad:

Water packed tuna - 1 1/2 oz.
lettuce, tomato, broccoli,
celery, cucumbers - 1/2 cup
whole wheat roll - 1 with
margarine
Lowfat milk - 3/4 cup
Vanilla pudding (optional)

Day 5

Breakfast

Blueberry muffin - 1 small
Sliced peaches - 1/2 cup
Lowfat milk - 3/4 cup

Day 6



1/2 Waffle with syrup
Blueberries - 1/2 cup
Lowfat milk - 3/4 cup

Snack

Veggies and dip:
lowfat yogurt - 1/4 cup
broccoli, carrot and
celery sticks - 1/2 cup

Dried apricots - 1/2 cup
Lowfat milk - 1/2 cup

Lunch



Mexican Pizza:
Tortilla - 1,
tomato sauce - 1/8 cup,
refried beans - 1/4 cup,
lowfat cheese - 1/2 oz.,
mushroom and broccoli - 1/8 cup
Garden salad - 1/4 cup with
lowfat dressing
Lowfat milk - 3/4 cup

Chicken pita pocket -
round pita -1/2,
cooked chicken -1 1/2 oz.,
lettuce and tomato (optional)
Green peas - 1/4 cup
Grape halves - 1/4 cup
Lowfat milk - 3/4 cup

Healthy Snack Ideas

Kids like to eat finger foods because they are:

- easy to handle,
- fun to pick up and explore,
- can be dipped in a sauce,
- have different shapes and sizes,
- come in many colors,
- offer new tastes, and
- enable them to learn about new choices.

Mix and Match

Choose items from the following food groups when planning snacks. Make use of fresh fruits and vegetables. Offer a selection of sauces and dips for children to choose.

Meat or Meat Alternates

Cheese cubes	Peanut butter
Cheese sticks	Almond butter
Turkey rollups	Yogurt
Beef cubes	

Fruits

Fresh fruit wedges such as peach, pear, orange, apple, plums, and cantaloupe,	Cherries, pitted Grape halves Honeydew cubes Kiwi slices Nectarines
Banana slices	Papaya Pitted plums
Berries (in season) such as blueberries, raspberries, and strawberries	Pitted prunes Pineapple tidbits Tangelos Tangerine sections Watermelon cubes, seeds removed
Dried apricots or dates	Melon balls Mixed fruit, cut up

100-Percent-Strength Juices

Apple	Pineapple
Grape	Prune
Grapefruit	Tangerine
Grapefruit-orange	Tomato
Orange	Vegetable

Any blend or combination is acceptable.

Vegetables

Asparagus spears	Mushrooms
Bean sprouts	Onion rings
Carrot coins	Peas
Carrot sticks	Radishes
Celery sticks	Snowpeas
Broccoli	Sweet potato cubes
Cabbage wedges	Tomato wedges
Corn	Turnip sticks
Green pepper sticks	Zucchini sticks

Bread or Bread Alternates

Pita bread triangles	English muffin cubes
Crackers (all varieties)	Cheese toast strips
Graham crackers	Croutons
Bread cubes	Oyster crackers
Bagel bites	Pizza sticks
Cereals, dry (any variety)	Waffle squares
Granola	Tortilla pieces
	Wafers

Dips and Sauces

Yogurt dip	Fruit dip
Salsa and refried bean dip	Melted Cheese
Sweet and sour sauce	Cucumber sauce
Barbecue sauce	

Caution: Children under 5 years are at the highest risk of choking on food and remain at high risk until they can chew better. Be careful when serving items such as whole grapes, corn, peas, hot dogs, and hard raw vegetables. Slice items for children to swallow more easily.

Easy Salad Ideas

Give children a choice of dressings in which to dip their carrot, celery, cucumber, and zucchini sticks.

Salad Dressings

- Make a "quick" Russian dressing with 50-50 lowfat mayonnaise and catsup, serve it over cut-up lettuce.
- Use lemon juice instead of vinegar when making a homemade Italian dressing. It tastes less harsh to children.
- Make a quick and tasty French dressing in the blender with tomato soup, onion, sugar, vinegar, and oil.
- Bottled coleslaw dressing makes a great-tasting white French dressing.
- Make a quick ranch dressing: 1 cup each of lowfat mayonnaise, lowfat yogurt, buttermilk; flavor with oregano and dried parsley.

Vary the look of your pasta salads with a combination of pastas: wagon wheels, shells, twists, elbows, all in the same salad!

Instead of pasta salad, how about "rice" salad?

To save time in making pasta salad, use thawed frozen Italian vegetables. (There is no need to cook, they're blanched already.)

Combine canned *chunky* fruit (finger food) with banana wheels or peeled orange chunks during winter months when lower cost fresh fruit is at a premium.

Try an antipasto lunch family style. Arrange on a small plate: chunks of tuna, wedge of hardcooked egg, slices of beet, halved cherry tomatoes, cooked green beans, cooked potato slices. Drizzle with Italian dressing. Great to eat with fingers...

Add color and extra vitamins to coleslaw with red cabbage (as well as white), green pepper dices, and grated carrot.

Make a honey dressing for fruit: lowfat yogurt, honey, and orange juice concentrate for flavor.

Menu Promotions

Introducing New Recipes

New recipes should be introduced gradually—one per week!

Try a new recipe at snack time—a time for "something extra", a time of surprises. Always have an alternate choice so no one feels deprived if they don't care to try the new item. Give just a taste at first ($\frac{1}{4}$ th of a serving) then nothing would be wasted.

Talk about it beforehand; a little education goes a long way. How were the foods grown? Where were the foods grown? How do the foods look when they are raw? Compare it to another food that is already familiar. What makes it nutritious? What are other names for this food (or dish)? Why is it called what it is? From what culture did it originate? In what culture is it found today?

Merchandising Meals

Create a "fuss." Put up posters and pictures to illustrate what is currently being served.

"Dress" in costume for an occasion or special activity.

Surround the meal with "go withs" that are commonly accepted: i.e., cornbread, cranberry sauce for a chicken dinner. Go ethnic all the way!

Let every Monday or Thursday be "New Recipe Day" -something to look forward to....

Serve lunch in a paper bag and let each child sit where he/she chooses, like at a picnic. Spread a blanket....

Dream up a new way to serve a familiar food: cut sandwiches into triangles, fingers. Flavor and color milk pink with pureed strawberries. Let children drink from a straw. Serve spaghetti or chow mein in a Chinese carry out bucket. Use colored plastic spoons. Garnish soup with popcorn, homemade croutons (made from leftover bread). Offer variety wherever possible: choice of toppings for a hamburger (serve yourself, of course!), choice of toppings for ice cream, choice of toppings on pizza....

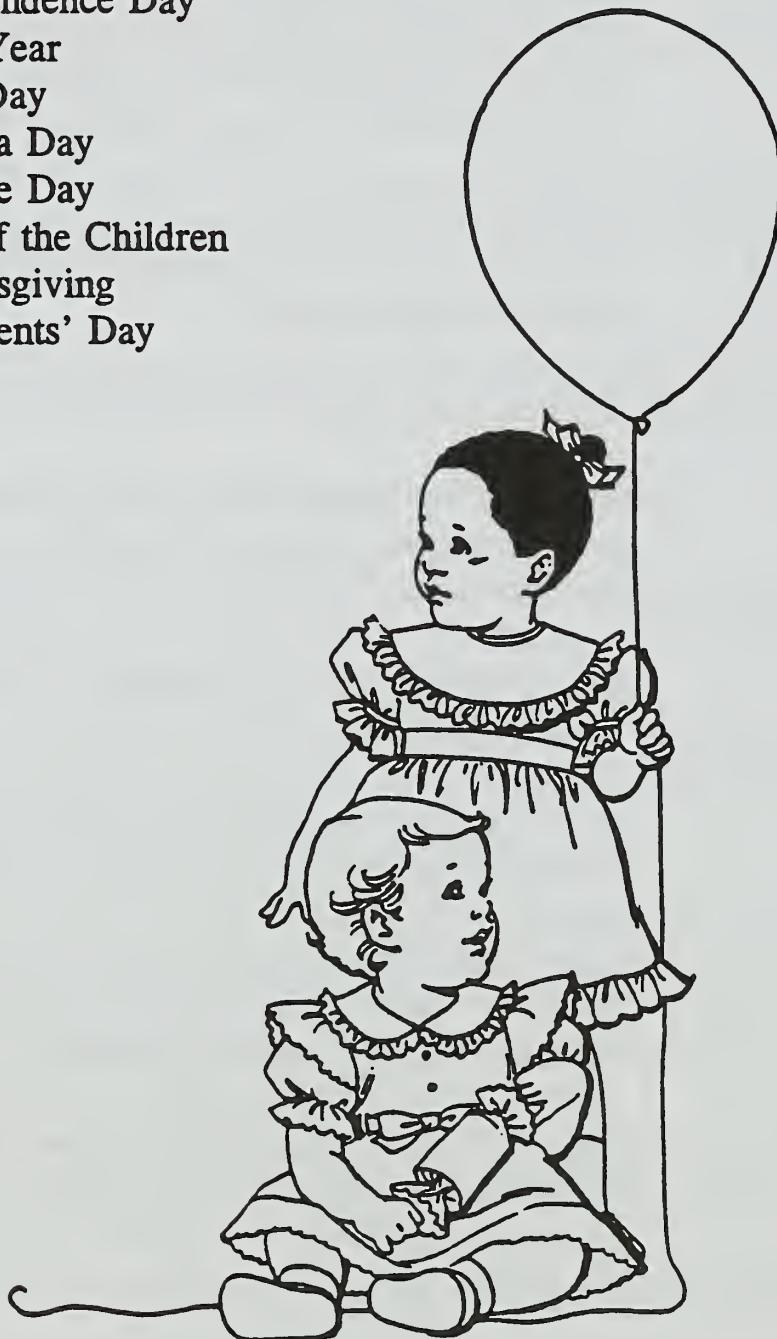
Ethnic and Regional Menu Ideas

This is a great way to introduce new foods that represent different cultures. Perhaps ethnic parents can be involved by sharing ideas for menus of different cultures. Local libraries can also be a good source for ideas for decorations and children's activities. The meal patterns for CACFP can be met using foods from all cultures.

Holiday Menu Ideas

Celebrating holidays throughout the year increases the children's understanding of different cultures. Ethnic foods, music, costumes, books, and videos can be a part of celebrations. Involve parents of cultural families for special events that are celebrated in their culture or country. Examples of special days might be:

Independence Day
New Year
May Day
Canada Day
Bastille Day
Day of the Children
Thanksgiving
Presidents' Day



The Eating Environment

A pleasant eating environment is another important key to healthy eating. Bringing children and foods together in a happy meal setting is as important as what children should eat. Pleasant eating experiences form habits and attitudes during the preschool years that can last a lifetime.

Making Mealtime a Happy Time

Encourage good experiences with food and eating:

- Get to know each child's personality and reaction to foods.
- Allow children to do as much as they can for themselves. The first steps may be clumsy but prompt children to keep trying.
- Allow children to take their own time to eat. Let them follow their own "time clock." Eating in a hurry may spoil the pleasure of eating.
- Cut food into bite-size pieces so that children can pick up food with their fingers.
- Encourage the safe use of forks and spoons as children get older.
- Invite older children to help prepare the food. They will want to eat the food they helped make!
- Children can be picky eaters. Don't force them to eat.
- Keep offering a variety of foods in different ways.
- Food "jags" are normal! Don't worry if children want 2 or 3 servings of one favorite food at one meal. Be sure foods vary from week to week and month to month.
- Don't force young ones to clean their plates. They will finish when their appetites are satisfied.

Introducing New Foods

Introduce new foods one at a time. Offer a small amount at the beginning of the meal when new textures and flavors may be more acceptable . Allow time to explore the new food.

Offer new foods when children are in good spirits. If children turn down the new food, don't make a fuss. Offer the new food again a few days later. If it is still turned down, try serving it in a new form or recipe.

The Physical Environment

Make sure the room is attractive and appealing for young children. Use bright colors and decorations that children like. Offer good lighting and proper air circulation. Provide chairs, tables, dishes, glasses, silverware, and serving utensils that fit young children.

Arrange food on plates and garnish to make meals attractive. Serve family style meal service. Provide common serving bowls so that food can be passed. Avoid delays, so children don't have to sit and wait. Have children help set the table, carry food to the table, or help clean up after eating.

A Healthy Atmosphere

Provide a quiet time just before meals so that mealtime can be relaxed. Encourage a friendly atmosphere. Talk about foods, the colors, the shapes, the sizes, where they come from.

Set a good example. The supervisory adult is encouraged to eat at the table with the children. Encourage children to talk about their food experiences; how the food tastes and smells. Allow enough time for children to eat and experience healthy eating. Initiate nutrition education activities.

Nutrition Education

Nutrition education is learning about foods and how they are important to health. Nutrition knowledge helps children adopt healthy eating habits.

Nutrition education is an important part of serving meals to children participating in CACFP. Encourage your staff to provide a variety of activities to help children:

- develop positive attitudes toward nutritious meals;
- learn to accept a wide variety of foods;
- establish good food habits early in life; and
- share and socialize in group eating situations.

Promote Nutrition Education Activities

The teaching of nutrition principles is most effective when you combine concepts with other learning experiences. Learning is reinforced when children have an opportunity to practice what you teach them.

Introducing new foods to children can be an educational experience. Foods, like a bright orange, a rosy apple, or a bright green pepper, can be an introduction to new colors, different shapes, textures, and smells. A child may reject a food simply because it is unfamiliar. Seeing, touching, tasting new foods, and preparing familiar foods in a different way can lead to better acceptance. Organize tasting parties to offer children a taste-test of a variety of food items.

Play a Game: What's the Mystery Food? Place the child's hand in a paper bag containing a fruit or vegetable. If he or she cannot identify the fruit or vegetable, select several children to peek into the bag and provide the child with clues.

Another Activity: A Food Match: Name as many vegetables as you can that are green...purple...yellow, or that start with the letter B.

Young children like being involved in preparing meals and snacks. Have children measure ingredients with real kitchen measuring cups and spoons. Teach children the origin of foods and the events that lead up to serving a meal. Plant a window garden together, inside or out, or create an edible landscape with herbs.

Children can learn many things from field trips. They can discover how food is produced, prepared, and sold. If possible, plan excursions to a farm, market, grocery store, dairy, or bakery. After the trip, have children role-play to recall what they learned. Promote other recreational activities such as food drawings, stories, puppet plays with food characters, songs, and games to help children develop wholesome attitudes toward nutritious foods.

Family style meal service also provides a setting for nutrition education. Children can be introduced to small amounts of a new food. Children can serve themselves like adults. It is a time for them to learn about foods.

Nutrition Education Training resources that offer nutrition education activities are available from your State administering agency and local sponsor's office. See listing of NET coordinators in the Reference Section.



PART II – NUTRITION SERVICES

Food Service Staff

Selecting Staff

Sponsors are responsible for choosing staff, including a cook, food service manager, and/or food service assistant. The number of food service employees will depend on the number and type of meals prepared. The following staffing schedule is provided as a guide for a program serving lunches and snacks.

Number of Meals	Hours of Labor	Staff Needs
up to 50	6 to 8	1 full-time employee
51 to 100	8 to 10	1 full-time employee* 1 part-time employee**
101 to 200	12 to 20	2 full-time employees* 1 part-time employee**
201 to 300	20 to 24	3 full-time employees* 1 part-time employee**

* These full-time employees can be scheduled for only the hours they are needed and may not be required to work an 8-hour day.

** These part-time employees may be optional or as needed based on menu requirements.

The range of hours for labor varies based on the skills of the food service employees and the convenience foods used in the menus. If the center serves breakfast, add 1 hour of labor for each 50 breakfasts prepared. Centers require less time for labor when serving snacks than when serving breakfast or lunch.

- Determine the number of staff you will need. The type of employee and the amount of experience will vary with the duties each will perform.

- Consider someone with a food production or nutrition background with food service experience.
- Use qualified volunteers to help you operate the Program. Parents or supervisory adults may offer help during the service of the food. Parent involvement should be encouraged. They often see it as a benefit too!
- All food service employees should meet the health standards set by local and State health authorities.

Training Staff

Once you have selected your food service employees, plan to train them in operations. Introduce staff and help them to understand:

- Goals of CACFP.
- Meal pattern requirements.
- Importance of preparing nutritious meals that meet the *Dietary Guidelines for Americans*.
- Food safety rules and sanitation guidelines.
- Food production records.

Develop a job description for each type of food service employee. Job descriptions identify duties and responsibilities for each employee. Give each a work schedule of daily required activities. A sample position description for a cook is provided in the Reference Section.

Food production employees will have food preparation duties and must be shown how to fill out the necessary food production records. They must know how to use recipes and meet the necessary meal pattern requirements.

Other personnel will have food service or cleanup duties and responsibilities. Write down the requirements of the job and go over the schedule of activities.

Offer training on an informal or formal basis. Have regular meetings. Get input from your staff on an on-going basis. Encourage new ideas on how to improve the current menu, food production, and food service areas. Ask employees what they would like to see to make their jobs better.

Training

Contact the State administering agency or NET Coordinator for training materials promoting nutrition education, food safety information, guidance on family style meal service, etc. Video packages are available for group training or self study. Check the Information Resources list provided in the Reference Section.



Food Purchasing, Production, and Storage

Getting the most for the food dollar takes careful planning and buying. Careful use of food buying power will not only help control your food costs, but will also reduce waste and help upgrade the quality of meals.

Success in food buying depends on getting good-quality foods in the proper quantities at the best possible prices. The proper quantities of foods to buy depends on the number of children eating at the center, the menus and recipes you use, the amount and kind of storage space available, inventory on hand, perishability of the food, and the length of time the order covers. In addition to this handbook ask for a copy of USDA's *Food Buying Guide for Child Nutrition Programs*, PA-1331, from your sponsoring agency.

Where To Consider where to buy foods: Buy Foods

- Find out which food companies or grocers in the area offer foods that will help you meet Dietary Guidelines recommendations, foods you will use frequently, and the services you require (prompt and frequent delivery, credit, discounts).
- Buy from food companies or grocers who provide the best quality foods at the most reasonable prices.
- Follow a strict code of business ethics when you purchase foods for the program. Know what the food suppliers expect, and let them know what you expect of them.

To help you decide what to buy:

- Read the label and be familiar with nutrients and ingredients.
- Buy federally inspected meats and poultry.
- Purchase only pasteurized milk and milk products that meet State and local standards.
- Purchase bread and bread products that are properly wrapped or kept in paper-lined containers with covers to keep them fresh and wholesome. Check dates on packages of bread and bread products to be sure that they are fresh.

- Purchase frozen foods that have been kept frozen solid. Do not select or accept delivery of frozen foods that are or have been thawed or partially thawed.
- Purchase perishable foods that have been kept under refrigeration.

Food Specifications

A food specification is a detailed or specific list of the desired characteristics of a food product.

- Provide the supplier with clear specifications for each food item ordered. If you do your own shopping, determine what and how much you need to prepare menus. Never shop without a list.
- Upon delivery of the order, check to see that the food meets the specifications and is in good condition.

Specification Criteria

- Name of product or Standard of Identity.
- Grade, brand, type.
- Size of container.
- Unit size.
- Description.
- Delivery requirements.
- Sanitation conditions expected.
- Provisions fair to seller and protective to buyer.
- Tolerance level accepted.
- Estimated product usage.
- Condition of the product.

Sample Specification Bid

Peaches, Cling

Purchase Units: Number 10 can, 6 cans per case

Style: Halves, Slices

Type: Yellow, Cling

Grade: U.S. Grade B (Choice)

Count: 36-54 Halves

Packing Medium: Light Syrup

Net Weight: 108 Ounces

Drained Weight: 66½ ounces

Yellow cling peaches should have reasonably uniform color that is practically free from any brown color due to oxidation. They should be reasonably uniform in size and symmetry and be reasonably free from defects such as blemished, broken, crushed units, and peel. Units should be reasonably tender and have texture typical of properly ripened fruits, not more than slight fraying.

Watch for: Off-color or wide-color variation. Excessive variation in size, symmetry, and thickness. Discoloration, excessive softness, or hard units. Crushed or broken pieces, presence of excessive loose pits, stems, and leaves.

How Much to Buy

- Review the cycle menu.
- Determine the recipes to use.
- Consider menu substitutions or products to meet menus consistent with the Dietary Guidelines.
- Calculate the quantities of food you need to meet meal pattern portions.

- Compile the "grocery list" of foods and quantities you will need to buy.
- Check your inventory to determine what is on hand and subtract that from the list of foods to purchase.
- Keep in mind the size of the storage facilities and buy only the quantities of food that you can store properly.
- Buy only the products you need.

When To Buy Food

The following guidelines can help you decide when to buy each type of food.

- Buy bread, milk, and produce every day or every 2 days if storage allows.
- Buy perishable foods, such as meat, fish, poultry, and frozen foods, in quantities that can be stored in the refrigerator and freezer. Check the storage chart on page 82 for length of time to keep perishables in the refrigerator or freezer.
- Buy canned foods and staples monthly or twice a month if dry storage is available.

You will find Buying Calendars for fresh fruits and vegetables featured in the Reference Section.

What Foods to Buy

How you plan to use the food determines both the form and quality that you should buy. Consider the product's style, size, count, container, and packing medium. The label describes the product. Inspect the product before you purchase it and when it is delivered.



How To Use the Food Buying Guide USDA's *Food Buying Guide for Child Nutrition Programs*, PA-1331, has been designed to help determine quantities of food to purchase for use in preparing meals for children.

Use the Food Buying Guide and the following steps to determine how much food to buy:

1. Determine the serving size and the total number of servings needed for each food item as follows:

For *meat, poultry, fish or cheese*, multiply the number of servings times the serving size (in ounces) to get total ounces needed.

For *vegetables and fruits*, the Food Buying Guide lists amounts to buy based on $\frac{1}{4}$ -cup servings. Therefore, to calculate the amount to purchase, convert your serving size to the number of $\frac{1}{4}$ -cup servings. This is done by dividing the serving size by $\frac{1}{4}$ and then multiplying the result by the number of servings to get the total number of $\frac{1}{4}$ cup-servings needed. See examples below:

2. Divide the amount needed (total ounces of meat or total number of $\frac{1}{4}$ -cup servings of the vegetable or fruit) by the number of servings per purchase unit (from column 3 of the Food Buying Guide for the food you want to use).

<u>Amount needed</u>
No. of servings per purchase unit

Example A: Canned-Sliced Cling Peaches

1. Serving size: $\frac{1}{2}$ cup
Number of servings: 50
2. Calculate the number of servings:
 $\frac{1}{2} \div \frac{1}{4} = 2 \times 50 = 100$ servings
3. Amount needed (no. of servings) = $100 \div 47.5^* = 2.1$ cans
*Servings per purchase unit

* Servings per purchase unit is the number of servings per can = 47.5.
Refer to USDA's *Food Buying Guide for Child Nutrition Programs*.

Example B: Carrot Sticks

1. Serving size: $\frac{1}{4}$ cup
Number of servings: 50
2. No conversion is needed because the serving size is $\frac{1}{4}$ cup.
3. Amount needed (no. of servings) = $50 \div 10.3^* = 4.85$ or 5 lbs.

*Servings per purchase unit

* Servings per purchase unit is the number of servings per pound = 10.3. You will find this in USDA's *Food Buying Guide for Child Nutrition Programs*.

Example C: Ground Beef, market style, no more than 20% fat

1. Serving size: $1\frac{1}{2}$ ounces
Number of servings: 50
2. Number of servings x serving size = total ounces needed
 $50 \text{ servings} \times 1\frac{1}{2} \text{ ounces} = 75 \text{ ounces}$
3. Amount needed (total ounces) = $75 \div 7.8^* = 9.62$ or 10 pounds
Servings per purchase unit

* Servings per purchase unit is the number of servings per pound = 7.8. You will find this in USDA's *Food Buying Guide for Child Nutrition Programs*.



Food Service Quality

Food Production

Serving acceptable and nutritious foods depends not only on good planning, selection, and storage, but also on food preparation. First determine how much food to prepare by (1) examining the menu (which shows the kinds of foods to prepare and the serving size of each), (2) determining the total number of children you will serve, using standardized recipes whenever possible, and (3) becoming familiar with food yields (the number of servings you can obtain from a purchase unit). Charts in the Reference Section provide information on serving sizes, yield of servings, and yield of selected foods.

Tips for Food Preparation

- Wash fresh fruits and vegetables with water (no soap) and use a brush if necessary to remove soil. Trim carefully to conserve nutritive value. Remove damaged leaves, bruised spots, peels, and inedible parts. Use a sharp blade when trimming, cutting, or shredding to avoid further bruising and loss of nutrients.
- Steam or cook vegetables in small batches for best quality. Avoid over cooking, using as little water as possible to help retain vitamins and minerals.
- Add only a small amount of salt, if any, to water or to foods when cooking.
- Cook potatoes in their skins to help retain their nutritive value.
- Trim visible fat from meats and meat products.
- Cook cereals and cereal grains according to cooking directions using the right amount of water. There is no need to rinse or drain the cereals or cereal grains such as rice after cooking.
- Use seasonings sparingly. Think of children's tastes and preferences.
- Follow standardized recipes exactly. Measure and weigh ingredients precisely and follow procedures carefully. This includes using equipment, time, and temperature for cooking as specified in the recipe.

Menu Production Records

The State administering agency may require centers using onsite preparation to maintain *daily* menu production records to document the types and quantities of foods prepared to meet CACFP requirements for the number of meals claimed for reimbursement. This handbook includes a sample Daily Menu Production Worksheet for this purpose and instructions for its use.

Using Standardized Recipes

A standardized recipe is a recipe that gives the same good results every time. It specifically describes the amount of ingredients and the method of preparation needed to produce a consistently high-quality product. A sample standardized recipe is included in the Reference Section.

USDA provides standardized quantity recipes for child care centers. Contact your State agency for copies. Other recipes from associations, the food industry, and reliable cookbooks may provide variations for you to use from time to time.

How to Use Quantity Recipes

To use quantity recipes properly, follow these steps:

1. Read the entire recipe carefully before beginning preparation and follow directions exactly.
2. Adjust the food quantities in the recipe to provide the number of servings you require.
3. Determine the amount of food needed for preparing the recipe. (Refer to page 61 on *How To Use the Food Buying Guide*.)
4. Collect the necessary utensils and ingredients.
5. Weigh and measure ingredients accurately. Weigh ingredients whenever possible since weighing is more accurate. If you must measure ingredients, use standard measuring equipment.
6. Follow directions carefully for combining ingredients and cooking the product.

Abbreviations Used in Recipes

AP---as purchased	qt----quart
EP---edible portion	gal---gallon
Cyl---cylinder	oz---ounce
pkg---package	fl oz---fluid ounce
tsp---teaspoon	No.----number
Tbsp---tablespoon	wt---weight
lb---pound	incl---including
pt---pint	excl---excluding

Equivalent Measures

1 tablespoon = 3 teaspoons	1 cup = 16 tablespoons
1/8 cup = 2 tablespoons or 1 fluid ounce	1/2 pint = 1 cup or 8 fluid ounces
1/4 cup = 4 tablespoons	1 pint = 2 cups
1/3 cup = 5-1/3 tablespoons	1 quart = 2 pints
3/8 cup = 6 tablespoons	1 gallon = 4 quarts
1/2 cup = 8 tablespoons	1 peck = 8 quarts (dry)
2/3 cup = 10-2/3 tablespoons	1 bushel = 4 pecks
3/4 cup = 12 tablespoons	1 pound = 16 ounces

Portion Control

- Serve each meal as a unit, whether food is served cafeteria or family style.
- Serve all of the required food items in the proper amounts.
- Use proper serving utensils (Example: a #16 scoop makes a 1/4 of a cup serving).
- Train employees to recognize proper portion sizes.
- Provide a sample plate containing the proper amounts of food in an appealing example.

Measures for Portion Control

Scoops, ladles, and serving spoons of standard sizes provide dependable measures and help serve food quickly. These are approximate measures.

Scoops

The number of the scoop indicates the number of scoopfuls required to make 1 quart. The following table shows the level measure of each scoop in cups or tablespoons:

Scoop No.	Level Measure
6	$\frac{2}{3}$ cup
8	$\frac{1}{2}$ cup
10	$\frac{3}{8}$ cup
12	$\frac{1}{3}$ cup
16	$\frac{1}{4}$ cup
20	3- $\frac{1}{3}$ tablespoons
24	2- $\frac{2}{3}$ tablespoons
30	2 tablespoons
40	1- $\frac{2}{3}$ tablespoons

Use scoops for portioning such foods as drop cookies, muffins, meat patties, and some vegetables and salads.

Ladles

Use ladles to serve soups, stews, sauces, and other similar products. The following sizes of ladles are most often used for serving meals:

Number on Ladle	Approximate Measure
1 fluid ounce.....	$\frac{1}{8}$ cup
2 ounces.....	$\frac{1}{4}$ cup
4 ounces.....	$\frac{1}{2}$ cup
6 ounces.....	$\frac{3}{4}$ cup
8 ounces.....	1 cup
12 ounces.....	1- $\frac{1}{2}$ cups

Serving Spoons

You could use a serving spoon (solid or perforated) instead of a scoop. Since these spoons are not identified by number, you must measure or weigh the quantity of food from the various sizes of spoons you use in order to obtain the approximate serving size you need. You may want to keep a list of the amount of food each size spoon holds as an aid for the staff serving the food.

Food Service

Even when food is ready to serve, food service staff must continue their efforts to maintain food quality and avoid food contamination.

- Maintain foods at proper temperatures before and during service. Hot foods must be hot and cold foods must be cold until they are served. Using a thermometer, take food temperatures before service and every half hour during service.
- Use suitable utensils to reduce food handling. Plastic gloves must be used when you serve food by hand. Be sure plastic gloves are kept clean and are replaced when they become soiled.
- Serve meals as a unit with only one meal served per child.
- Keep an accurate count of the number of children and adults you serve.
- Encourage a pleasant eating environment that will support mealtime as a learning experience.
- If family style meal service is used, be sure foods are served in an appropriate manner.

Food Service Equipment Needs

Equipment	Number of Children			
	1-50	51-100	101-200	201-300
Range w/ ventilating hood	1 range with oven; 30" domestic <i>or</i> 30" - 36" commercial (2 burners)	1 range with oven 30" - 36" commercial	1 range with oven 30" - 36" commercial (2 if over 150 children) (6 burners)	2 ranges with ovens 30" - 36" commercial <i>or</i> 1 range w/oven 60" or larger commercial (8 burners)
Refrigerator with shelves	single section domestic 18 cu. ft. <i>or</i> commercial reach-in 20-25 cu. ft.	double section commercial reach-in 40-50 cu. ft.	double section commercial reach-in 50-60 cu. ft. <i>or</i> 64 sq. ft. (8 ft. x 8 ft.) walk-in	triple section commercial reach-in 60-75 cu. ft. <i>or</i> 64 sq. ft. (8 ft. x 8 ft.) walk-in
Freezer	same as refrigerator	same as refrigerator	same as refrigerator	same as refrigerator
Work Tables (Allow 4 linear ft./worker). Use countertops as tables	1 table	2 tables	3 tables	4 tables
Sink with separate handsink	1 sink - 3 compartments	1 sink - 3 compartments	1 sink - 3 compartments	1 sink - 3 compartments

If the site will serve over 100 children, the following equipment is recommended to supplement the minimum items listed above:

- Steam equipment (kettle, steamer)
- Convection oven
- Mixer with attachments (vegetable slicer/shredder, meat and food chopper)
- Hot food holding cabinet
- Electric food slicer
- Garbage and trash receptacles

Food Storage

Storage Facilities

Good storage facilities —both dry and refrigerated— help keep food safe, fresh, and appetizing. Food products must be in excellent condition when they arrive at your kitchen area. They must be kept that way as you store, prepare, and serve them.

Food must be kept dry and stored off the floor in dry storage areas. Cold refrigerated or frozen storage must maintain proper temperatures.

Guidelines for Proper Storage

- Examine all food upon delivery to be sure it is not spoiled, dirty, or infested with insects. Do not accept or use bulged or unlabeled cans. Do not accept frozen foods that have started to thaw. Send these items back.
- Store all food off the floor on clean racks, dollies, or other clean surfaces. Pallets and dollies should be at least 6 inches off the floor to permit cleaning under them.
- Keep storage rooms clean, sanitary, and free from rodent infestations. Clean on a rotating schedule.
- Protect foods such as flour, cereals, cornmeal, sugar, dry beans, and dry peas from rodents and insects by storing them in tightly covered containers.
- Use food on a "first-in, first-out" basis. Arrange foods so older supplies will be used first. Label shelves, if necessary.

Food Inventory Records

Keep accurate and up-to-date inventory records which include the:

- date you order the food;
- name of the supplier or grocery where purchased;
- date received;
- condition on arrival;

- Price paid; and
- amount left.

These records are helpful in planning future purchases and menus. Records on the cost of the food is important for claiming reimbursement.

A sample inventory form is provided in the Reference Section of this handbook. Use this form as a guide for determining the value of foods used during a reporting period. This may be obtained by taking a physical count of foods on hand (closing inventory), obtaining the value of these foods from invoices, and calculating the total value of food on hand.

$$\text{Quantity} \times \text{Unit Cost} = \text{Total Value}$$

Determine the value of your beginning inventory. This is done by adding up the cost of all supplies and food you have on hand at the beginning of your operation. Record this in the space provided on the inventory form. As you purchase more supplies, record the amount and cost in the space provided. At the end of the accounting period (i.e. month or quarter), add up the total value of the food and supplies on hand. This becomes the ending value. The ending value becomes the next accounting period's **beginning inventory value**. Beginning inventory of a given period is the same as the ending inventory of the preceding period.

Cost of food used is the beginning inventory plus food received, minus the ending inventory. The dollar value of food received is obtained from the receipts or invoices for the reporting period. Report the cost of the food you used. Do *not* report the cost of all the food purchased.

Food Sanitation

Sanitation ensures a safe and clean environment for serving food to children. Proper cleaning can reduce the risk of foodborne illness.

Food Sanitation Rules

Follow these rules:

- **Wash hands** thoroughly with soap and hot water before handling food or utensils. **Wash hands** after each visit to the restroom (this also applies to children).
- **Wash hands and sanitize** utensils, cutting boards, and work surfaces thoroughly after contact with raw eggs, fish, meats, and poultry. **Sanitize** between use for raw and cooked, or use separate plates or equipment.
- Thoroughly rinse all fresh fruits and vegetables with water before cooking or serving. Do not use soap, as it can leave residue.
- Properly **clean and sanitize** serving and cooking utensils and equipment.
- Handle serving utensils and plates without touching the eating surface.
- Use disposable plastic gloves, as required by local health codes. Use gloves for only one task and throw away.
- Keep hands off face and hair.
- Wear clean clothes and hair restraints.
- Food service staff with open cuts, sores, colds, or other communicable diseases should not prepare or serve food.
- Wipe up spilled food immediately; properly **sanitize** all food preparation and service areas.

- Empty garbage cans daily. They should be kept tightly covered and thoroughly cleaned. Use plastic or paper liners.
- Meet health standards set by your State and local health department.

Cleanup

Give careful attention to cleanup procedures following food preparation and service. If you use disposable ware (dishes, trays, utensils, glasses, etc.) promptly and carefully remove the disposables from the service area. If you use permanent ware, you must make sure to sanitize them.

Dishwashing Procedures

Whether washing dishes by hand or by machine, the procedures include, as a minimum, the following:

- Scrape and pre-rinse before washing.
- Wash with detergent solution in hot water (100 °F to 120 °F if washing by hand; 140 °F if washing by machine).
- Rinse with clear, hot water.
- Sanitize with a final rinse of at least 180 °F or a final rinse containing a chemical sanitizing agent.
- Air dry on a clean table.
- Store in a clean area, protected from contamination.

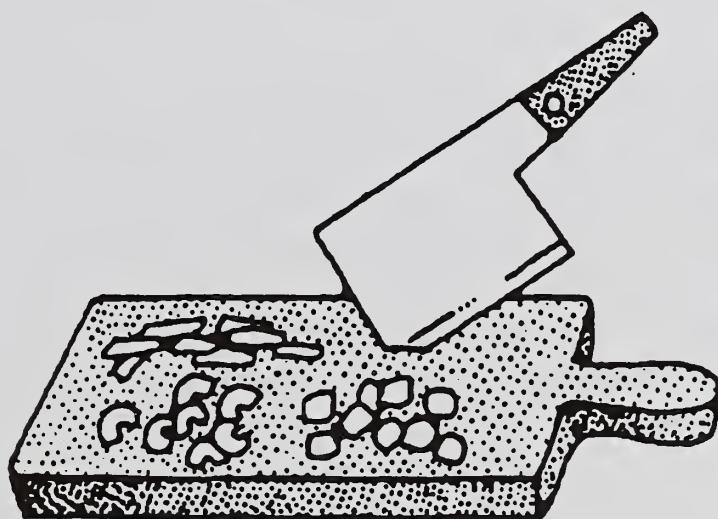
Cleaning and Sanitizing

In addition to the cleanup of disposable or permanent ware, you must properly clean and sanitize food preparation and service area (equipment, floors, etc.). A cleaning schedule should be part of the overall work schedule.

What's the difference between cleaning and sanitizing? Cleaning is removing food, grease, sauces, dirt and dust, etc., from a surface generally with a detergent and water. Sanitizing is the reduction of bacteria and viruses that may be on a surface with a special solution. Household bleach is a sanitizer that is inexpensive and is approved by your local health department. Make sure to sanitize food preparation areas, tables, countertops, cutting boards, drying racks, and sinks.

How to Sanitize

- Mix 1 tablespoon of bleach with one gallon of warm water. (Label mixture in a spray bottle and use up to one week.)
- Clean surface with warm soapy water.
- Rinse with water.
- Spray with sanitizing solution and wipe with paper towel.
- Air dry. (No need to rinse off the sanitizing solution)



Food Safety

Importance of Food Safety

What is foodborne illness? Foodborne illness is sickness that is caused by various bacteria that are present in our environment and food handling errors made in food service institutions or at home.

Recent outbreaks of foodborne illness have caused several children to get sick and even die from food containing *E.coli*. Read the *E. Coli Report* contained in this section. In general, children, the elderly, and those who have chronic illnesses, or compromised immune systems are most at risk for developing foodborne illness. Proper food handling and cooking is the best way to prevent this from happening in your day care center. If you suspect cases of foodborne illness at your center, follow the procedures outlined in the Reference Section.

Keep Food Safe

Foodborne illness is caused by bacteria that multiply rapidly within the Danger Zone (40 °F to 140 °F). It is important to keep food safe, that is, to keep the internal temperature of cooked foods that will be served hot at 140 °F or above. Foods served cold should be kept at 40 °F or below.

Methods of cooking, such as boiling, baking, frying, and roasting need internal temperatures of food to reach 145 °F to 180 °F to kill bacteria that can cause foodborne illness. As soon as possible, but no longer than 2 hours after cooking refrigerate (40 °F or less) leftovers in pans 2" deep or less to halt the growth of most, but not all, of the bacteria that may have contaminated the food after cooking. Never leave perishable food out of the refrigerator over 2 hours! Freezing food at 0 °F or less can stop bacterial growth but will not kill bacteria that are already there. Reheat foods at or above 165 °F to kill the bacteria. Be sure that everything that touches food during preparation and serving is clean. Fresh fruits and vegetables also need to be clean. Rinse them under running water to wash dirt away.

Prevent food contamination. Use food thermometers while cooking, holding, and serving food. Insert the thermometer in the center part of the food item to be checked. Be sure temperatures are read properly and often. Also, place a thermometer in the refrigerator.

The Danger Zone

Food Temperature and Bacterial Growth

0°-32° Freezing—Some bacteria survive, but no growth occurs. Freezer should be set at 0°F.

32-40° Refrigerator temperatures permit slow growth of some spoilage bacteria.

40-60° Some growth of food poisoning bacteria.

The Danger Zone

60-125° Danger—Rapid growth of bacteria; some will produce toxin.

125-140° Many bacteria survive; some may grow.

140-165° Low cooking and holding temperatures prevent bacterial growth, but allow some bacteria to live.

165-212° High temperatures destroy most bacteria.



Common Foodborne Illness from Bacteria

Clostridium Perfringens

Cause: From undercooked, leftover, or poorly cooled meat products, bacteria grows in the danger zone when food is left out at room temperature or food is reheated and served again.

Symptoms: In 8 to 24 hours, diarrhea and gas pains, ending within 1 day.

Salmonella

Cause: Poor hand washing practices after using the bathroom; undercooked poultry or raw eggs; use of improperly sanitized utensils used previously on raw meat, poultry, or other foods.

Symptoms: In 12 to 36 hours, diarrhea, fever, and vomiting, ending in 2 to 7 days.

Staphylococcus Aureus (Staph)

Cause: Usually from food handlers who are sick. They may sneeze or cough or have skin infections that come in contact with food.

Symptoms: Within 2 to 8 hours after eating, vomiting and diarrhea last about 1 to 2 days.

Campylobacter Jejuni

Cause: Drinking untreated or unpasteurized milk, or pets become infected and spread it to others. Eating raw or undercooked meat, poultry, or shellfish.

Symptoms: In 2 to 5 days, severe even bloody diarrhea, cramping, fever, and headache lasting 2 to 7 days.

Clostridium Botulinum

Cause: From dented cans, loose jar lids, poorly processed canned foods.

Symptoms: Within 12 to 48 hours, the nervous system reacts (double vision, difficulty speaking, swallowing, droopy eyelids). Can be fatal if not treated.

... E. Coli Report...

According to USDA's Food Safety and Inspection Service (FSIS):

- Children under the age of 5 are particularly susceptible to *E. coli O157:H7* bacteria.
- While the bacteria can be spread through food, it can also be transmitted by person-to-person contact. Adults or children with diarrhea caused by *E. coli O157:H7*, can easily spread the illness to others. It only takes a few *E. coli O157:H7* bacteria to make people sick.
- *E. coli O157:H7* has been most frequently linked to improperly cooked ground beef, but it has also been found in a variety of other foods including unpasteurized milk, unpasteurized apple cider and vegetables. It has also been traced to a variety of sites other than restaurants.
- Approximately 5 percent who become ill as a result of *E. coli O157:H7*—especially children—progress to a life-threatening blood disorder called hemolytic uremic syndrome (HUS). About 15 percent of these patients die or suffer chronic kidney failure.

From USDA/FSIS, Food Safety Education Branch

What You Can Do

Remember this: One symptom of *E. coli O157:H7* food poisoning is bloody diarrhea. The Centers for Disease Control and Prevention (CDC) notes that young children and their playmates who are not toilet trained are especially likely to spread the infection. Medical treatment for the child is necessary. Consult the health department for advice on preventing the spread of infection if a child develops bloody diarrhea.

CDC also recommends that children infected with *E. coli* 0157:H7 who are still in diapers should not be in contact with uninfected children if isolation is feasible. In addition, careful handwashing with soap will reduce the risk of spreading the infection. For young children, frequent supervised handwashing with soap is particularly important. Children should always wash their hands before eating.

Care must be taken when changing children's diapers. This activity can be a possible hazard in spreading *E. coli* as well as other organisms if precautions are not taken. The activity should be done away from any food service area and thorough sanitizing of the area and hands is necessary.

USDA is committed to modernizing and improving the Federal inspection systems for meat and poultry. However, food is not sterile and needs to be handled with care. Your help is needed to strengthen the food safety chain.

Food Safety Hotlines

U.S. Department of Agriculture Meat and Poultry Hotline

If you have questions about food safety and sanitation call USDA's Meat and Poultry Hotline at 1-800-535-4555, 10 a.m. to 4 p.m. weekdays, Eastern Time.

Food and Drug Administration Seafood Hotline

If you have particular questions of the food safety of seafood, nutrition, storage and handling information, contact FDA at 1-800-332-4010, 12 p.m. - 4 p.m. weekdays, Eastern Time.

Microwave Cooking

Microwave ovens heat the surfaces of food quickly, but leave food with "cold spots" that could support the growth of harmful bacteria.

It is important to become familiar with the manufacturer's information so that food cooks thoroughly and evenly in the microwave. In addition, follow these microwave safety tips:

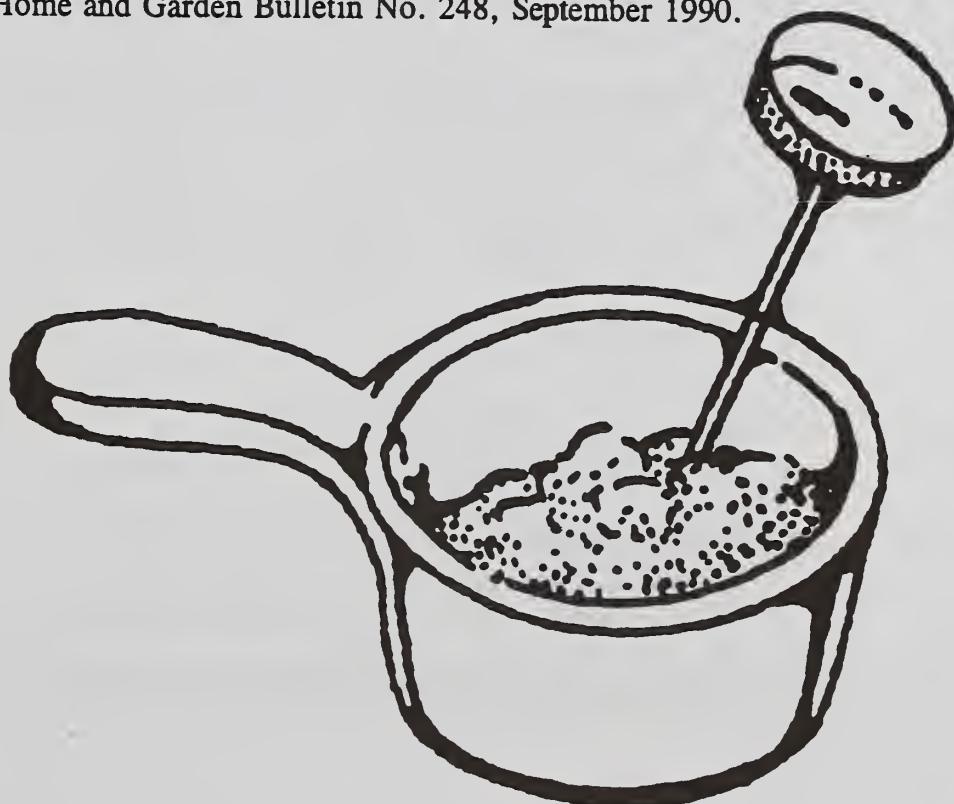
- Stir food frequently to distribute heat evenly.
- Reheat leftovers to 165 °F or higher to kill harmful bacteria that might cause foodborne illness.
- Cover food to hold in moisture and to cook evenly.
- Use middle-range temperature settings (or 50-percent power) for large cuts of meat or poultry. This allows heat to be conducted throughout the food without overcooking.
- Stir soups, stews, stuffings, and gravies several times during cooking, if the microwave doesn't have a turntable.
- Check the temperature in several places to verify that food has reached a safe internal temperature.
- Allow food cooked in the microwave oven to stand for a period of time before serving. This is necessary to complete the cooking process.
- Be sure meats are cooked to proper internal temperatures as noted on the following chart.

Cooking Temperature Chart (Internal Temperature)

Food Item	°Fahrenheit
Eggs	Cook until yolk and white are firm.
Egg dishes	160
Ground beef	160
Ground poultry	170
Beef (medium)	160
Chicken, whole	180
Turkey, whole	180
Poultry breasts, roasts	170
Poultry thighs, wings	Cook until juices run clear.
Pork (medium)	160
Ham (fresh, raw) (precooked)	160 140

Cooking food to an internal temperature of 160 °F usually protects against foodborne illness. Be sure to reheat cooked food to an internal temperature of 165 °F.

Resource: *A Quick Consumer Reference to Safe Food Handling*, USDA, FSIS, Home and Garden Bulletin No. 248, September 1990.



Cold Storage Chart

Food Item	Refrigerator (40 °F)	Freezer (0 °F)
Eggs		
Fresh, in shell	3 weeks	Don't freeze
Raw yolks, whites	2-4 days	1 year
Hard-cooked	1 week	Doesn't freeze well
Liquid pasteurized eggs or egg substitutes		
opened	3 days	Don't freeze
unopened	10 days	1 year
Meat, Fresh		
Beef	3-5 days	6-12 months
Pork	3-5 days	4-6 months
Veal	3-5 days	4-8 months
Hamburger, Ground and Stew Meats		
Hamburger and stew meat	1-2 days	3-4 months
Ground turkey, veal, pork, lamb, and mixtures of them	1-2 days	3-4 months
Meat Leftovers, Cooked		
Cooked meat and meat dishes	3-4 days	2-3 months
Gravy and meat broth	1-2 days	2-3 months
Poultry, Fresh		
Chicken or turkey, whole	1-2 days	1 year
Chicken or turkey, pieces	1-2 days	9 months
Poultry Leftovers, Cooked		
Cooked poultry dishes	3-4 days	4-6 months
Pieces, plain	3-4 days	4 months
Pieces covered with broth, gravy	1-2 days	6 months
Chicken nuggets, patties	1-2 days	1-3 months
Fried chicken	3-4 days	4 months
Hot Dogs and Lunch Meats		
Hot dogs, opened package	1 week	
unopened package	2 weeks*	In freezer wrap
Lunch meats, opened package	3-5 days	1-2 months
unopened package	2 weeks*	
Soups and Stews		
Vegetable or meat-added	3-4 days	2-3 months
Mayonnaise, Commercial		
Refrigerate after opening	2 months	Don't freeze
Prepared Salads		
Tuna, ham, macaroni, egg or chicken	3-5 days	Doesn't freeze well

* But not more than one week after the "sell by" date.

Keep These Food Safety Rules in Mind

- Keep hot foods HOT! (Keep food at 140 °F or above)
- Keep cold foods COLD! (Refrigerate or chill food at 40 °F or below)
- Keep frozen food in a freezer at 0 °F or lower.
- Be sure thermometers are available and use them properly.
- Cook meats such as beef, pork, poultry, and fish to proper internal temperatures. Use a meat thermometer when roasting meats. Juices should run clear and meat should not be pink.
- Do not partially cook food one day and complete cooking the next day.
- Set conventional oven temperature to a minimum of 325 °F.
- Prepare sandwiches and salads with a minimum amount of handling. Use disposable plastic gloves.
- Promptly refrigerate or freeze leftovers. Divide large quantities into smaller containers or use shallow pans, for quick cooling.
- Reheat leftovers to at least 165 °F.
- Maintain proper holding temperatures, 140 °F or above.
- Thaw poultry and meat in a refrigerator. Use thawed roasts, steaks, and chops within three to five days. Use thawed ground beef and poultry within 1 to 2 days. Use hot dogs, ham slices, and luncheon meats within 3 to 5 days. Refreeze only if ice crystals are still present.
- Remember USDA's Two-Hour Rule: Never leave food out at room temperature for more than 2 hours.
- Foods can be placed in the refrigerator hot. Do not leave at room temperature "to cool"; this practice invites bacteria and is unsafe.
- Marinate food in the refrigerator, NOT at room temperature.
- Remember that you cannot determine food safety by sight, taste, odor, or smell. If there is *any* doubt, throw the food away.
- Follow instructions exactly on how to use and clean kitchen equipment.
- Keep a fire extinguisher and first-aid kit handy.

PART III. REFERENCE SECTION

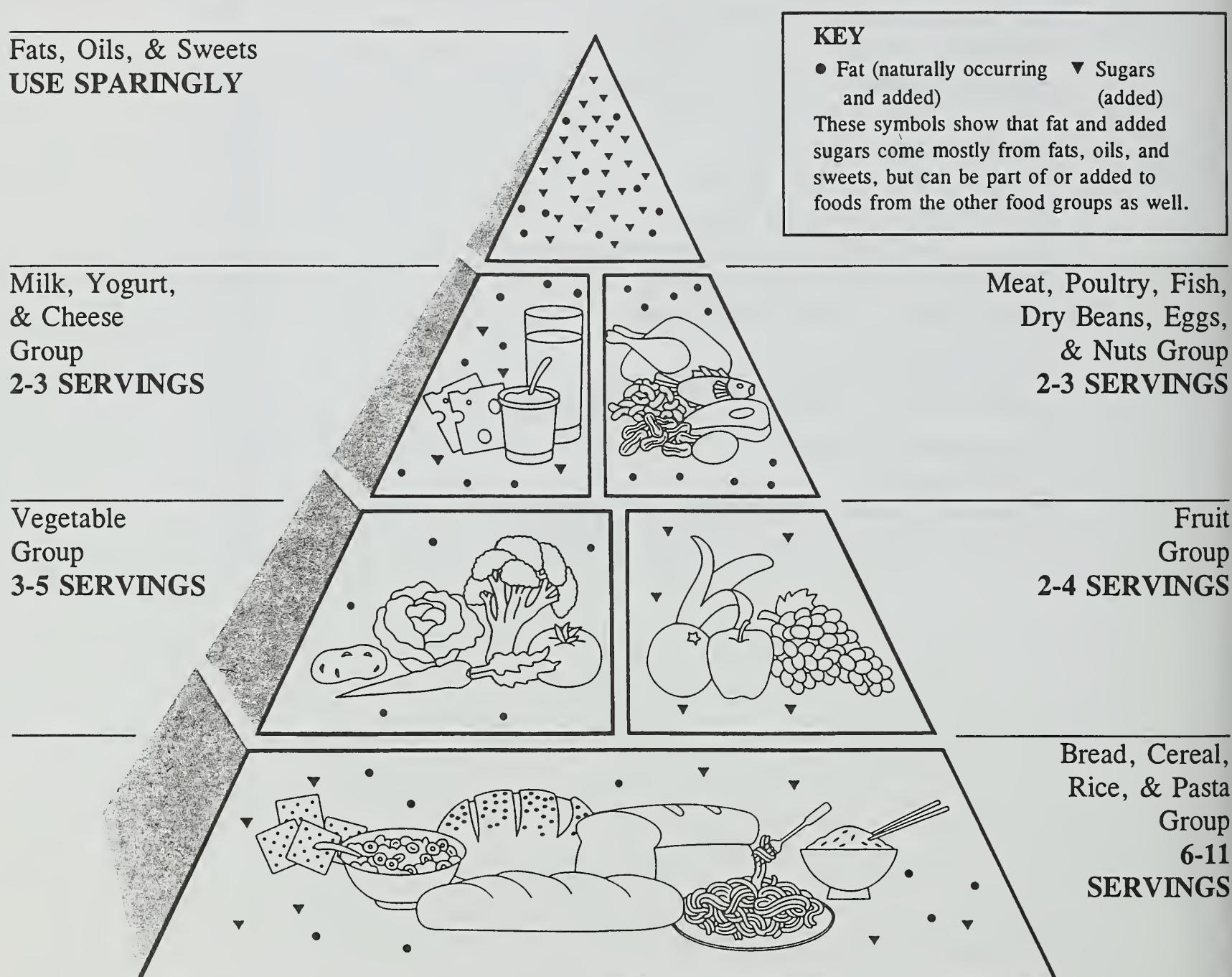
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Food Guide Pyramid

The *Food Guide Pyramid* was adopted by USDA and DHHS as a visual representation of the concepts of moderation and proportionality as well as variety.

Using the pyramid helps respond to meeting the *Dietary Guidelines for Americans*.

The meal pattern requirements for CACFP ensure that a variety of foods are received and are in keeping with the variety recommended in the *Food Guide Pyramid*.



SOURCE: U.S. Department of Agriculture/U.S. Department of Health and Human Services

CACFP Meal Pattern Points To Remember

Keep in mind the following points when you plan menus to meet meal pattern requirements for each of the food groups.

Meat and Meat Alternates

- For menu variety, use meat and cheese in combination (1 ounce of meat and 1/2 ounce of cheese).
- Dried beans or peas (Remember: do not count for both vegetable and meat alternate in the same meal).
- When serving nuts and seeds, they may fulfill:
 - (a) full requirement for the snack but
 - (b) no more than one-half of the requirement for lunch or supper.
- Yogurt may be used in the snack only. You may serve 4 oz. (weight) or ½ cup (volume) of plain, sweetened, or flavored yogurt to equal 1 ounce of the meat/meat alternate component. (Homemade yogurt, frozen yogurt, or other yogurt-flavored snack products may not be used.)

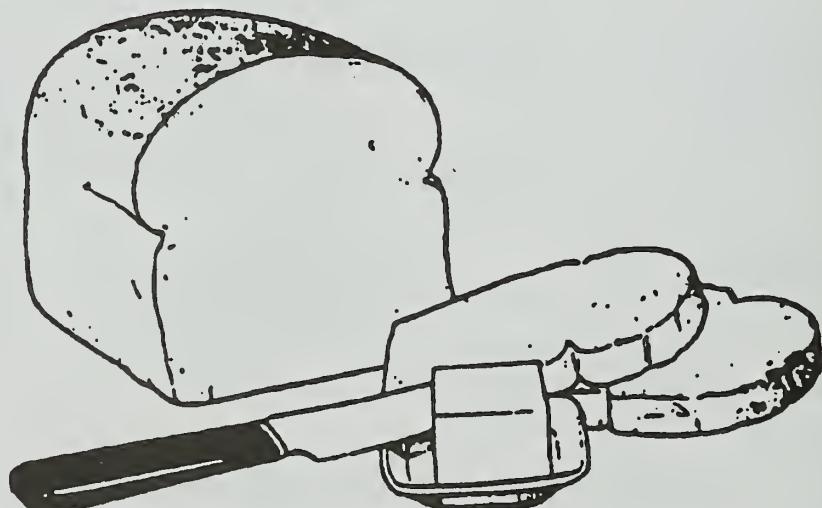
Fruits and Vegetables

- Use only 100-percent-strength juice for breakfast. Juice drinks with at least 50-percent-strength juice may be used for snack and lunch. (Caution: children must be served double the volume of these drinks to meet the requirement).
- Fruit-flavored drinks, ades, or punches contain less than 50-percent-strength juice. These types of beverages may be served but are not credited toward meeting the requirement.
- Juice should not be served as part of the snack when milk is the only other component. It is poor menu planning to offer such a combination since it provides too much liquid for children.
- Juice or syrup from canned fruit does not count as fruit juice.

- Use a different combination of two or more servings for lunch. Include various forms such as raw or cooked, fresh, frozen, canned in juices, or dried.
- Avoid serving two forms of the same fruit or vegetable in the same meal. Example: an orange and orange juice or an apple and applesauce are combinations that should not be used.
Serve a variety of vegetables and fruits to ensure a nutritionally well-balanced meal.
- Small amounts (less than 1/8 cup) of onions, relish, catsup, salsa, jams or jellies, or other condiments may be added for flavor or garnish as "other foods."

Bread and Bread Alternates

- Use whole-grain or enriched breads and bread alternates, or whole-grain, enriched, or fortified cereals. Read labels on commercial products to guide you.
- Foods such as cake and pie crust, items usually served as desserts, cannot be used as bread alternates. Crust used as part of the main dish (i.e., for pizza or quiche) is allowed as a bread alternate.
- The bread requirement cannot be met with snack foods such as popcorn, hard pretzels, chips, or other low-moisture items made from grain.
- Cookies cannot be used for the bread requirement at breakfast, lunch, or supper.
- Doughnuts cannot be served to meet the bread requirement at lunch or supper.



Sources of Nutrients

Plan menus to include good sources of nutrients. The following fruits and vegetables are good sources of Vitamins A and C.

Vitamin A:	
	Fruits
Apricots	Melon balls
Cantaloupe	(cantaloupe & honeydew)
Mandarin orange sections	Nectarines
Mango	Watermelon
Plums	
	Vegetables
Broccoli	Plantain
Carrots	Pumpkin
Chard	Romaine
Collards	Spinach
Endive	Squash, winter
Escarole	Sweet potatoes
Kale	Tomatoes
Mustard greens	Tomato-vegetable juice
Peas and carrots	Turnip greens
Peppers, sweet, red	

Vitamin C:

Fruits

Bananas	Papaya
Blackberries	Peaches
Blueberries	Pears
Cantaloupe	Pineapple
Grapefruit	Pineapple
Grapefruit juice	grapefruit juice
Grapefruit and orange sections	Pineapple
Honeydew melon	orange juice
Kiwifruit	Plums
Mandarin orange sections	Pomegranates
Mangoes	Raspberries
Nectarines	Strawberries
Oranges	Tangelos
Orange juice	Watermelon

Vegetables

Artichokes	Onions
Asparagus	Parsnips
Beans, green	Peas
Beans, lima	Peppers
Bean sprouts	Plantain
Broccoli	Potatoes
Cabbage	Pumpkin
Cauliflower	Snowpeas
Chicory	Spinach
Collards	Romaine
Endive	Rutabagas
Escarole	Tomatoes
Kale	Tomato juice
Kohlrabi	Turnip greens
Mustard greens	Turnips
Okra	

Young children need iron in their diet. The following are sources from a variety of foods. Foods such as pine nuts, pumpkin and squash seeds, and raisins are good sources of iron but present a choking risk to young children.

Iron:

Meat and Meat Alternates

Meats:

Beef
Liver
Liverwurst
Turkey, dark meat

Dry beans and peas:

Black-eyed peas (cowpeas)
Chickpeas (garbanzo beans)
Kidney beans, red or white
Lentils
Soybeans

Fish:

Shellfish
Trout (use caution with bones)

Bread and Bread Alternates

Whole-grain, enriched, or fortified bread or bread alternates, such as:

Bagel, plain, pumpernickel,
or whole wheat
Muffin, bran
Oatmeal, fortified
Pretzel, soft
Ready-to-eat cereals, fortified

Farina
Noodles
Pita Bread, plain or
whole wheat
Rice, white

Fruits and Vegetables

Fruits

Apricots, dried
Dates

Vegetables

Lima beans
Spinach
Broccoli

Allowable Bread and Bread Alternates

The following listing of bread and bread alternates is divided into four groups. All the items in the four groups have approximately the same nutrient content. All breads and bread alternates must be whole-grain or enriched. Items within each group have approximately the same total solid content and grain content. The minimum weights given for each group are based on the grain content of the product only (exclusive of fillings, toppings, etc.).

Group A

When you buy these items commercially, a full serving should have a minimum weight of 25 grams (0.9 ounces). The serving sizes specified below should have a minimum weight of 13 grams (0.5 ounces).

Bagels	1/2 bagel
Biscuits	1 biscuit
Boston brown bread	1/2 serving
Breads, sliced, all types (white, rye, whole wheat, raisin, quick)	1/2 slice
Buns and sweet buns	1/2 bun
Cornbread	1 piece
Croissants	1/2 croissant
Doughnuts (all types)	1/2 doughnut
Egg roll/wonton wrappers	1 serving
English muffins	1/2 muffin
French, Italian, or Vienna bread	1/2 slice
Muffins	1/2 muffin
"Fry" bread	1/2 piece
Pizza crust	1 serving
Pretzels	1 pretzel
Rolls and sweet rolls	1/2 roll
Stuffing	1/2 serving
Syrian bread (pita)	1/2 round

Group B

When you buy these items commercially, a full serving should have a minimum weight of 20 grams (0.7 ounces). The serving sizes specified below should have a minimum weight of 10 grams (0.4 ounces).

Batter and/or breading	10 grams (0.4 ounces)
Bread sticks (dry)	2 sticks
Chow mein noodles	1/4 cup
Graham crackers	2 squares
Melba toast	3 pieces
"Pilot" bread	1 piece
Rye wafers (whole grain)	2 wafers
Saltine crackers	4 squares
Soda crackers	2 crackers
Taco shells (whole, pieces)	1 shell
Zwieback	2 pieces

Group C

When you buy these items commercially, a full serving should have a minimum weight of 30 grams (1.1 ounces). The serving sizes specified below should have a minimum weight of 15 grams (0.5 ounces).

Dumplings	1/2 dumpling
Hush puppies	1/2 serving
Meat or Meat alternate pie crust	1/2 serving
Meat or meat alternate turnover crust	1/2 serving
Pancakes	1/2 pancake
Popovers	1/2 popover
Sopapillas	1/2 serving
Spoonbread	1/2 serving
Tortillas	1/2 tortilla
Waffles	1/2 serving

Group D

When you serve these items, a full serving should have a minimum of $\frac{1}{2}$ cup cooked product. A half serving must have a minimum of cooked product as specified below.

Barley	1/4 cup
Bulgur	1/4 cup
Corn grits	1/4 cup
Lasagna noodles	1/4 cup
Macaroni or spaghetti	1/4 cup
Noodles (egg)	1/4 cup
Ravioli (pasta only)	1/4 cup
Rice (white or brown)	1/4 cup



How To Read the New Food Label

The new nutrition labels called "Nutrition Facts" are appearing on almost all food products. You may not see them on institutional packs. Foods packaged in large size containers for food service are currently exempt, provided that no claims are made (i.e., lowfat or low sodium). If that is the case, then mandatory labeling requirements are applicable. However, a labeling insert could be included for variation.

Become aware of the nutrition label. It provides information on serving sizes. The serving sizes are based on the amount of food customarily consumed per eating occasion by persons 4 years of age or older. The amounts would have to be adjusted for child sized servings, according to meal pattern minimum quantity requirements. Therefore, the number of servings would have to be adjusted similarly, and the number of calories per serving along with the number of calories per fat.

Nutrient information on the new labels include: total calories, calories from fat, total fat, saturated fat, cholesterol, sodium, total carbohydrate, dietary fiber, sugars, and protein based on a serving. "Daily Values" are shown by percentages and are based on an adult's daily intake of 2,000 calories. Keep in mind that the average energy allowance for children 1 through 3 is 1,300 calories a day, and the average for children 4 through 6 is 1,800 calories per day.

Included on the label are percentages of Vitamins A and C, calcium, and iron. Again, these are based on daily requirements for adults not children.



The New Food Label at a Glance

The new food label will carry an up-to-date, easier-to-use nutrition information guide, to be required on almost all packaged foods (compared to about 60 percent of products up till now). The guide will serve as a key to help in planning a healthy diet.*

Serving sizes are now more consistent across product lines, are stated in both household and metric measures, and reflect the amounts people actually eat.

The list of nutrients covers those most important to the health of today's consumers, most of whom need to worry about getting too much of certain nutrients (fat, for example), rather than too few vitamins or minerals, as in the past.

The label of larger packages may now tell the number of calories per gram of fat, carbohydrate, and protein.

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 260 **Calories from Fat** 120

% Daily Value*

Total Fat 13g	20%
Saturated Fat 5g	25%
Cholesterol 30mg	10%
Sodium 660mg	28%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	

Vitamin A 4% • Vitamin C 2%

Calcium 15% • Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

New title signals that the label contains the newly required information.

Calories from fat are now shown on the label to help consumers meet dietary guidelines that recommend people get no more than 30 percent of the calories in their overall diet from fat.

% Daily Value shows how a food fits into the overall daily diet.

Daily Values are also something new. Some are maximums, as with fat (65 grams or less); others are minimums, as with carbohydrate (300 grams or more). The daily values for a 2,000- and 2,500-calorie diet must be listed on the label of larger packages.

* This label is only a sample. Exact specifications are in the final rules.
Source: Food and Drug Administration, 1994

Serving Sizes and Yields for Vegetables

Vegetable	Size and Count	Serving Size and Yield
Carrot Sticks	Specify U.S. #1 carrots with 1½ in. medium diameter - about 7½ in. length, 6 per pound, 50 pound mesh bag.	1 stick is 4 in. long and ½ in. wide. 6 sticks = ¼ cup
Cauliflower	Specify in cartons of 18-24 pounds, or wirebound crates of 45-50 pounds.	1 medium head = about 6 cups florets
Celery Sticks	Specify 2, 2½, or 3 dozen per crate. Crates weigh 60-70 pounds net.	1 stick is 3 in. long and ¾ in. wide. 4 sticks = ¼ cup
Cucumbers	Specify 2 in. minimum diameter. This information will be stamped on the basket. Cucumbers will vary from 2 in. to 2½ in. in diameter and are about 7½ in. long.	
Slices	¾ in. thick slices	4 slices = ¼ cup
Sticks	Cut into thirds crosswise and each third into fourths lengthwise for sticks.	1 cucumber = 12 sticks 2 sticks = ¼ cup
Lettuce, Head (Iceberg)	Specify 2 dozen heads, weight of 40-48 pounds.	1 piece = ¼ cup
Lettuce, Leaf	Specify 2 dozen heads, weight 18 pounds.	1 large leaf = ¼ cup
Olives, Ripe	Large	8 olives = ¼ cup
Pickles, Dill	Specify large size, 4 to 4¾ in. long, 22 to 39 count per gallon.	1 pickle = ¼ cup
Pickles, Sweet	Specify small size, 2⅓ to 3⅓ in. long, 52 to 99 count per gallon.	1 pickle = ¼ cup
Radishes	Specify U.S. #1, ½ in. diameter minimum, without tops, small size. 45 radishes per pound	7 radishes = ¼ cup
Tomato	Specify 5x6 size, extra large, 30 pound net per container. Tomato is 2½ in. x 3 in. diameter; 2-¼ tomatoes per pound.	¼ tomato = ¼ cup
Slices	Specify 6x7 size, medium slices, ¼ in..	2 slices = ¼ cup
Cherry	Specify standard size, (California or Arizona) or size 125 (Texas).	4 tomatoes = about ½ cup

Serving Sizes and Yields for Fruits

Fruit	Size and Count	Serving Size and Yield*
Apples	Specify size 185 to 195 or larger, approximately 2½ in. diameter, about 4 to 5 apples per pound.	1 apple = about ½ cup
Bananas	Purchase by fingers, institutional pack, 150 per case, three to four bananas per pound.	1 banana = ½ cup
Blueberries	Specify U.S. #1, sold in pints, fresh.	½ cup measure
Strawberries	Specify U.S. #1, minimum diameter ¾ in., sold in quarts and pints.	½ cup measure
Cantaloupe	Specify size 36, medium size, 5½ in. diameter, approximately 1½ pounds per melon.	¼ melon = ½ cup
Grapes	Specify variety desired.	
With seeds		12 grapes = about ½ cup
Seedless		18 grapes = about ½ cup
Nectarines	Specify size 96 (2 to 2½ in. diameter) approximately 4 per pound.	1 nectarine = about ½ cup
Medium size	Specify size 70 and 72, approximately 3 per pound.	1 nectarine = about ½ cup
Oranges	Specify size 138 or 113 (California or Arizona) or size 125 (Florida or Texas).	1 orange = about ¼ cup
Peaches	Specify size 84 (2½ in. diameter - box may state 2 to 2½ in. diameter); approximately 3½ to 4 peaches per pound.	1 peach = about ½ cup
Medium size	Specify size 60 to 64 (2½ in. diameter or larger); approximately 3 per pound.	1 peach = about ¾ cup
Pears	Specify size 150 (2¼ to 2½) in. diameter.	1 pear = about ½ cup
Medium size	Specify size 120; approximately 3 per pound.	1 pear = about ¾ cup

Serving Sizes and Yields for Fruits (continued)

Fruit	Size and Count	Serving Size and Yield*
Plums	Specify size 4x5, approximately 8 to 10 plums per pound.	2 plums = about $\frac{1}{2}$ cup
Medium size	Specify size 4x4, 6 to 7 plums per pound.	2 plums = about $\frac{1}{4}$ cup
Raisins	Specify bulk purchase or individual packages; 1 $\frac{1}{2}$ each.	Yield or Bulk: $2\frac{1}{2}$ ounces = about $\frac{1}{2}$ cup Yield or Individual Package: 1 package (1 $\frac{1}{2}$ ounce) = about $\frac{1}{2}$ cup
Tangerine	Specify size 176, fruit will average 2 $\frac{1}{2}$ in. diameter; 4 tangerines per pound.	1 tangerine = about $\frac{1}{2}$ cup
Watermelon	Specify average size, melons will average about 27 pounds.	Yield in melon = 1/64 wedge = about $\frac{1}{2}$ cup

*Any serving size may be planned. For simplicity, this table of serving sizes and yields for vegetables and fruits provides $\frac{1}{4}$ cup servings of vegetables and $\frac{1}{2}$ cup and/or $\frac{3}{4}$ cup servings of fruits.

Note: Where sizes are specified for fruits, they indicate numbers of fruit in the box. The larger the number, the smaller the fruit. Any fruit that is larger than that specified may be used.

Buying Calendar for Fresh Vegetables

January	February		March	
Beet Cabbage Cauliflower Celery Lettuce Potatoes Spinach	Artichokes Beets Broccoli Cabbage Celery Lettuce Potatoes Spinach		Artichokes Asparagus Beets Broccoli Cabbage Carrots Cauliflower Celery Potatoes	
April		May	June	
Artichokes Asparagus Beets Broccoli Carrots Cauliflower Lettuce	Peas Spinach	Asparagus Beets Cabbage Carrots Celery Lettuce Onions	Peas Potatoes Spinach Sweet corn Tomatoes	Carrots Celery Cucumbers Green snap beans Lettuce Onions Peppers Potatoes Squash Sweet corn Tomatoes
July		August	September	
Cabbage Carrots Celery Cucumbers Eggplant Green snap beans Green lima beans	Lettuce Okra Onions Peppers Potatoes Squash Sweet corn Tomatoes	Cabbage Celery Cucumbers Eggplant Green snap beans Lettuce	Okra Onions Peppers Potatoes Squash Sweet corn Tomatoes	Cabbage Cucumbers Eggplant Green snap beans Onions Peas Peppers Squash Sweet corn
October		November	December	
Broccoli Brussels sprouts Cabbage Cucumbers Eggplant Green beans Lima beans Lettuce	Okra Peas Peppers Potatoes Sweet corn Sweet potatoes Tomatoes Winter squash	Broccoli Brussels sprouts Lettuce	Sweet potatoes Winter squash	Broccoli Brussels sprouts Carrots Cauliflower Celery Potatoes Spinach

Buying Calendar for Fresh Fruits

January	February	March
Apples Avocados Grapefruit Lemons Navel oranges Tangerines Winter pears	Apples Avocados Grapefruit Lemons Navel oranges Tangerines Winter pears	Apples Avocados Grapefruit Lemons Navel oranges Winter pears
April	May	June
Apples Avocados Grapefruits Lemons Navel oranges Strawberries Winter pears	Avocados Cherries Grapefruit Lemons Navel oranges Valencia oranges Winter pears	Apricots Lemons Avocados Nectarines Bushberries Peaches Cantaloupes Plums Cherries Strawberries Figs Valencia Honeydew oranges melons Watermelons
July	August	September
Apricots Nectarines Avocado Peaches Bushberries Pears Cantaloupe Plums Grapefruit Strawberries Honeydew Valencia melons oranges Lemons Watermelons	Avocado Nectarines Cantaloupes Peaches Figs Pears Grapes Plums Grapefruit Valencia Honeydew oranges melons Watermelons Lemons	Apples Lemons Cantaloupe Peaches Figs Pears Grapes Plums Grapefruit Prunes Honeydew melons
October	November	December
Apples Persimmons Dates Valencia Figs oranges Grapes Lemons Pears	Apples Lemons Avocado Persimmons Dates Walnuts Walnuts Grapes	Apples Navel Avocado oranges Dates Walnuts Grapefruit Lemons

Sample Position Description

Job Title: Cook	Effective Date:
<p>Purpose for the Position: Prepares, seasons, and cooks soups, meats, vegetables, desserts, and other foods for consumption by children and some adults.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> 1. Reads from menu to estimate food requirements and orders food from supplier or procures it from storage. _____ % 2. Adjusts thermostat controls to regulate temperature of ovens, broilers, grills, roasters, and steam kettles. _____ % 3. Measures and mixes ingredients according to recipe, using variety of kitchen utensils and equipment, such as blenders, mixers, grinders, slicers, and tenderizers, to prepare soups, salads, gravies, desserts, sauces, and casseroles. _____ % 4. Bakes, roasts, broils, and steams meats, fish, vegetables, and other foods. _____ % 5. Adds seasoning to food during mixing or cooking, according to standardized recipes. _____ % 6. Observes and tests food being cooked by tasting, smelling, and piercing with fork to determine that it is cooked. _____ % 7. Carves meat, portions food on serving plates, adds gravies, sauces, and garnishes servings to fill orders. _____ % 8. May supervise other cooks and kitchen employees. _____ % 9. May wash, peel, cut, and shred vegetables and fruits to prepare them for use. _____ % 10. May bake bread, rolls, cakes, and pastry. _____ % 11. Clean up as necessary. _____ % 	

What is a Standardized Recipe?

A standardized recipe provides a list of measured ingredients and set of directions for preparation and service. These are necessary to prepare menu items of consistent quality, portion size, and nutritive value.

Tuna Melt

Ingredients	25 Servings		50 Servings		Directions
	Weight	Measure	Weight	Measure	
Whole large eggs	4 oz.	2	8 oz.	4	1. Place eggs in stock pot and cover with cold water. Bring to a boil and simmer for 10 minutes. Drain and rinse in cold water. Refrigerate. When chilled, peel and chop.
Dry mustard Lowfat mayonnaise	11 oz.	½ tsp. 1½ cup	1 lb., 6 oz.	1 tsp. 2½ cup	2. Combine dry mustard and mayonnaise in a bowl. Allow to set for 5 minutes.
Canned tuna, drained Onions, diced Fresh celery, diced Cheddar cheese, sliced English muffins	Half 66½ oz. can 1 oz. 8 oz. 13 oz.	1 qt. ¼ cup 1½ cup 12½	4 lb. 2 oz. 1 lb. 1 lb., 10 oz.	66½ oz. can ½ cup 3 cups 25	3. Combine chopped eggs, mustard mixture, tuna, onions, and celery in a large bowl. 4. Place English muffin halves on each half-sheet pan (18" x 13" x 2½"). Using a #20 scoop, place 1 portion of tuna mix on each muffin half. Place ½ ounce slice of cheese on top of each portion. Bake in a 350 °F conventional oven for 5 minutes or a 325 °F convection oven for 5 minutes until cheese is melted.

Serving: 3 oz. portion (includes muffin and cheese)

Yield: 25 servings: 3 lb. 4 oz. (tuna salad)
50 servings: 6 lb. 8 oz. (tuna salad)

FOOD SERVICE EQUIPMENT NEEDS

Equipment	Number of Children			
	1 - 50	51 - 100	101 - 200	201 - 300
Range with ventilating hood	1 range with oven; 30" domestic <i>or</i> 30" - 36" commercial (2 burners)	1 range with oven 30" - 36" commercial (4 burners)	1 range with oven 30" - 36" commercial (2 if over 150 children) (6 burners)	2 ranges with ovens 30" - 36" commercial <i>or</i> 1 range w/oven 60" or larger commercial (8 burners)
Refrigerator with shelves	single section domestic 18 cu. ft. <i>or</i> commercial reach-in 20-25 cu. ft.	double section commercial reach-in 40-50 cu. ft.	double section commercial reach-in 50-60 cu. ft. <i>or</i> 64 sq. ft. (8 ft. x 8 ft.) walk-in	triple section commercial reach-in 60-75 cu. ft. <i>or</i> 64 sq. ft. (8 ft. x 8 ft.) walk-in
Freezer	same as refrigerator	same as refrigerator	same as refrigerator	same as refrigerator
Work Tables (Allow 4 linear ft./worker). Use countertops as tables	1 table	2 tables	3 tables	4 tables
Sink with separate handsink	1 sink - 3 compartments	1 sink - 3 compartments	1 sink - 3 compartments	1 sink - 3 compartments

If the site will serve over 100 children, the following equipment is recommended to supplement the minimum items listed above:

- Steam equipment (kettle, steamer)
- Hot food holding cabinet
- Convection oven
- Electric food slicer
- Mixer with attachments (vegetable slicer/shredder, meat and food chopper)

Daily Menu Production Worksheet Instructions

(This worksheet is not a CACFP requirement. However, the State administering agency may require its use by centers preparing meals onsite.)

Item Number

1. Enter the calendar date showing month, day, and year.
2. Enter all menu items served on this date for the appropriate meal service.
3. Enter the name of each food used to meet meal or snack requirements. For a menu item like beef pot pie, the foods that meet the meal requirements at lunch or supper could be: beef cubes would meet the meat/meat alternate requirement; potatoes and carrots in the pie would meet part of the fruit/vegetable requirement; the pie crust would meet part or all of the bread/bread alternate requirement.
4. Enter quantity of each ingredient or food item used to meet the meal requirements. Use weights, measures or number, (e.g., stew beef, 10 lbs; potatoes, 3 lbs; etc.).
5. Enter the portion or serving size of each menu item served (e.g., 5 oz. pie, 1/2 cup juice). Serving sizes can be shown in measures (such as cup measures, scoop size, ladle size), weight, or number (such as medium apple).
6. Enter number of child participants served at each meal/snack.
7. Enter the program adults served at each meal/snack (if applicable).

Daily Menu Production Worksheet

(1) Date	Meal Pattern	Menu (2)	Food Item Used (3)	Quantity Used (4)	Size Serv-ing (5)	C P (6)	P A (7)
Breakfast	Milk, Fluid Juice or Fruit or Vegetable Bread/Bread Alternate						
AM Snack	(Select 2) Milk, Fluid Juice or Fruit or Vegetable Bread/Bread Alternate Meat/Meat Alternate						
Lunch	Milk, Fluid Vegetable and/or Fruit (2 or more) Bread/Bread Alternate Meat/Meat Alternate						
PM Snack	(Select 2) Milk, Fluid Juice or Fruit or Vegetable Bread/Bread Alternate Meat/Meat Alternate						
Supper	Milk, Fluid Vegetable and/or Fruit (2 or more) Bread/Bread Alternate Meat/Meat Alternate						

Food Inventory Record Instructions

The value of the beginning inventory is determined by taking a physical count before the food service operation begins. The value of the beginning inventory thereafter is the same as the ending inventory for the previous month.

A complete physical inventory of all purchased foods, commodities, and supplies on hand must be taken at the end of the reporting period.

For ease in taking a physical count of foods in storage, arrange the items according to food groups in the storage area and arrange each group in alphabetical order, for example, canned fruits and fruit juices - apples, apricots, etc. Store food in cases, boxes, or other containers marked with the date received and cost per unit to facilitate the taking of inventories.

Column 1. Enter the name of the food item, such as asparagus, green beans, or mayonnaise.

Column 2. Enter the size pack, such as, 6/#10 case, #50 bag, or #10 can. If different size containers of the same food item are on hand, use a separate line for each size and a separate line for each different unit cost of the same size pack.

Column 3. Enter the number of units (of the size shown in column 2) found on hand from actual count.

Column 4. Enter the unit cost for the size unit shown in column 2 (use the unit cost written on package or unit).

Column 5. Obtain the total cost by multiplying the number of units (column 3) by the unit cost (column 4) and enter in column 5. Add column 5 (total cost) on all pages for the inventory at the end of the month. This total is the value of the ending inventory.

Food Inventory Record

Name _____

Date

Beginning Inventory \$

Ending Inventory \$

You Can Help Prevent Choking

Young children are at the highest risk of choking on food and remain at high risk until they can chew better. Choking kills more young children than any other home accident. How can you make eating safer for young children?



Watch children during meals and snacks to make sure they:

- Sit quietly.
- Eat slowly.
- Chew food well before swallowing.
- Eat small portions and take only one bite at a time.

Fix table foods so they are easy to chew:

- Cut foods into small pieces or thin slices.
- Cut round foods, like hot dogs, into short strips rather than round pieces.
- Remove all bones from fish, chicken, and meat.
- Cook food until it is soft.
- Remove seeds and pits from fruit.

The foods which are popular with young children are often the ones which have caused choking. Foods that may cause choking:

- Firm, smooth, or slippery foods that slide down the throat before chewing, like:
 - whole hot dogs
 - hard candy
 - whole pieces of canned fruit
 - peanuts
 - whole grapes
- Small, dry, or hard foods that are difficult to chew and easy to swallow whole, like:
 - popcorn
 - small pieces of raw carrot or other raw hard vegetables
 - nuts and seeds
 - potato and corn chips
 - pretzels
- Sticky or tough foods that do not break apart easily and are hard to remove from the airway, like:
 - spoonfuls or chunks of peanut butter or other nut/seed butters
 - meat
 - chewing gum
 - marshmallows
 - raisins and other dried fruit

What Can You Do When a Child Is Choking?



If a child is choking but **CAN BREATHE**:
Call the rescue squad and until help comes:

- Keep the child calm.
- Have the child sit down and cough.
- Do not slap the child on the back.
- Do not give the child a drink.
- Do not hold the child upside down.

If a child is choking but **CANNOT BREATHE, COUGH, SPEAK, OR CRY**--Call the rescue squad and until help comes:

For an infant who is conscious:

1. Place the infant face down on your arm, supported by your thigh, and tilt the head towards the floor.
2. Give four back blows between the shoulder blades with the heel of your hand.

If the object does not come out:

3. Sandwich the infant between your forearms and hands, and turn the infant on its back. Place your arm on your thigh for support, tilting the infant's head towards the floor.
4. Place two fingers on the infant's chest one finger's width below an imaginary line running between the infant's nipples. If you feel the notch at the end of the ribs you are too low and should move your fingers up slightly. **DO NOT PUSH ON THE LOWER STOMACH OF AN INFANT.**
5. Press four times on the infant's chest.
6. Repeat if necessary.

For a young child who is conscious:

1. Lay the child on the floor on its back. Kneel at the child's feet.
2. Place the heel of your hand on the child's stomach, just above the navel and well below the rib cage. **DO NOT PRESS YOUR FINGERS ON THE CHILD'S RIBS.**
3. Press rapidly in and up six to ten times.
4. Repeat if necessary.

For an infant or young child who becomes unconscious:

1. Open the mouth and look for the object. If you can see it, remove it by doing a finger sweep with your little finger.
2. Give two slow breaths to the infant or young child.
3. Repeat the steps given above for a conscious infant or young child if necessary.

THE INFANT OR CHILD NEEDS TO SEE A DOCTOR, EVEN WHEN BREATHING RETURNS.

Everyone should learn how to do these steps to stop choking. Call your local American Red Cross chapter for more information and for first aid training.

DO NOT PRACTICE ON PEOPLE!

Information Resources

NFSMI
(800) 321-3054

The National Food Service Management Institute (NFSMI), located at the University of Mississippi, is committed to improving the operation and quality of all Child Nutrition Programs, including children served in CACFP. This is accomplished through staff development programs, training experiences, educational materials, and a national satellite network. The Institute is administered through USDA's Food and Consumer Service.

The Institute has developed training packages targeted for early childhood nutrition education. *Bearly Bear Learns About Good Nutrition* is a package which includes a storybook entitled *The Path to the Pyramid*, an activity book, a Food Guide Pyramid poster, and two Bearly Bear videos.

For Bearly Bear ordering information, or to learn more about other available materials on child care food preparation or meeting the Dietary Guidelines, contact the NFSMI's clearinghouse at 800-321-3054, or write:

National Food Service Management Institute
University of Mississippi
P.O. Drawer 188
University, MS 38677

FNIC
(301) 504-5719

The Food and Nutrition Information Center (FNIC) is located at USDA's National Agricultural Library in Beltsville, Maryland. USDA program participants may borrow child care reference materials, videos, and training materials free of charge. Sample Nutrition Education and Training materials are available at FNIC. On-line bibliographies are offered to assist in research. Contact FNIC at (301) 504-5719, or write:

USDA/NAL/FNIC
10301 Baltimore Boulevard, Room 304
Beltsville, MD 20705

NCEMCH
(703) 821-8955
Extension 254

The National Center for Education in Maternal and Child Health (NCEMCH) offers publications on nutrition, maternal health, child health, and children with special health care needs. Contact the Clearinghouse at (703) 821-8955, ext. 254, or (703) 821-2098, or write:

**National Center for Education in Maternal
and Child Health**
2000 15th Street, North, Suite 701
Arlington, VA 22201-2617

**NRC-for Health
and Safety in
Child Care**
(703) 524-7802

The National Resource Center for Health and Safety in Child Care provides information services, training and technical assistance, conferences for sharing experiences and knowledge, and develops and distributes resource materials. Contact the center at (703) 524-7802, or write:

**The National Resource Center for Health
and Safety in Child Care**
8201 Greensboro Drive, Suite 600
McLean, VA 22102

FDA/USDA
(301) 443-3220

FDA/USDA Food Labeling Education Information Center -
Contact this organization for materials and activities related to food labeling education at (301) 443-3220, or write:

FDA-Office of Public Affairs
5600 Fishers Lane, HFE-88
Rockville, MD 20857

Other Resources

Contact your State administering agency or NET Coordinator for assistance in obtaining any of the following publications.

Building for the Future: Nutrition Guidance for the Child Nutrition Programs, USDA/Food and Nutrition Service, FNS-279, April 1992

What's in a Meal? A Resource Manual for Providing Nutritious Meals in the Child and Adult Care Food Program, USDA/FNS/Midwest Regional Office, February 1994

Nutrition and Your Health: Dietary Guidelines for Americans, Third Edition, USDA/Department of Health and Human Services, 1990

Making Healthy Food Choices, USDA/Human Nutrition Information Service, Home & Garden Bulletin No. 250, February 1993 (Spanish version, December 1994)

Quantity Recipes for Child Care Centers, USDA/FNS, FNS-86 (Revision to be available in 1996)

Feeding Infants, A Guide for Use in the Child Care Food Program, USDA, FNS-258, December 1988

A Quick Consumer Guide to Safe Food Handling, USDA/Food Safety and Inspection Service, Home and Garden Bulletin No. 248, 1990

Preventing Foodborne Illness, A Guide to Safe Food Handling, Home and Garden Bulletin No. 247, USDA/Food Safety and Inspection Service, September 1990

Food Buying Guide for Child Nutrition Programs, USDA, PA-1331, Revised May 1990, Supplements Added in 1993

Food Purchasing Pointers for School Food Service, USDA, PA-1160, August 1977

Family Style Meal Service in the Child and Adult Care Food Program, FNS Instruction 783-9, Revision 2, May 1993

Caring for Our Children, Health and Safety Guideline, American Public Health Association, and the American Academy of Pediatrics

Breastfed Babies Welcome Here, A Guide for Child Care Providers, USDA/FNS, PA-1518, October 1993

Nutrition Education and Training Coordinators

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CA - Marilyn Briggs, (916) 322-6308 Jacqui Smith, (916) 657-3389	NM - Blanche Harrison, (505) 827-2474
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MT - Katie Bark, (406) 994-5641	

Food and Consumer Service Regional Offices

Mid-Atlantic Regional Office
Mercer Corporate Park
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Robbinsville, NJ 08691-1598

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Maryland, New Jersey, Pennsylvania,
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77 West Jackson Boulevard
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